



2021-2022 Teacher Leadership Cycle 2

Letter of Interest (LOI) Application Due 11:59 p.m. CT, December 7, 2020

NOGA ID [redacted]

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 Wharton ISD will provide exceptional instruction to every student, every day, with a spirit of warmth, friendliness, and personal pride. Wharton ISD's motto is "Preparing Today for a Competitive Tomorrow." The administration and teaching staff are very proud of the difference our students have made this past year in academics, athletics, fine arts, and vocational education. WISD students competed in all of these areas at the state level. Our facilities are better, more attractive, and most importantly, safer than ever before.

We are on a definite path of improvement as we prepare our students for a competitive tomorrow. The curriculum and instruction department has three goals:

Goal 1: The Wharton ISD Department of Curriculum and Instruction will improve Tier 1 instruction to maximize the academic growth for all students, including, Economically Disadvantaged, English Learners, Gifted and Talented, and Special Education students on the following measures; Texas Essential Knowledge and Skills, English Language Proficiency Standards, and College Readiness and College Credit.

Goal 2: The Wharton ISD Department of Curriculum and Instruction will build a foundation of literacy critical to building understanding in each discipline and enabling students to become independent learners in the discipline.

Goal 3: The Wharton ISD Department of Curriculum and Instruction will provide each student, upon graduation, the skills needed to be College (technical school, community college, or University) and Career ready.

For WISD to achieve these goals current teachers must be empowered and trained to become instructional leaders. Currently, WISD has a core group of Instructional Facilitators and Specialists who support their colleagues through a peer-coaching model. The district intends to expand the number of curriculum and instruction staff at the teacher level. The district seeks to increase teachers' skills in the area of leadership, peer-coaching, literacy, mathematics, science, and social sciences. The goal is to have teachers as instructional leaders who are well versed in foundational leadership strategies as well as content-specific pedagogy.

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
Assistant Superintendent of Curriculum and Instruction	Administrative experience
Director of Teaching and Learning- Existing position	Administrative experience
Literacy/Social Science Specialist- New/existing position	Teaching experience
Mathematics/Science Specialist-New position	Teaching experience
Instructional Facilitators	Teaching experience

Goals, Objectives, and Strategies

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

Goal-Increase the effectiveness of teacher leaders.

Objective-teachers will be able to motivate peers to implement district initiatives as measured by successful program alignment with set benchmarks and timelines of specific curriculum and assessment systems.

Goal- Increase knowledge and skills of teacher leaders in best practices of educational leadership, and peer coaching.

Objective-teachers will be able to grow in their understanding and use of skills and strategies of instructional leadership by using a transformative leadership modeled as measured by quantitative and qualitative data.

Objective-teachers will be able to increase their understanding and use of the peer-coaching model as measured by the completion of ongoing professional learning opportunities, peer and administrative surveys, and evaluations.

Goal- Increase knowledge and skills of teacher leaders in content area specialties including literacy, mathematics, science, and social sciences

Objective- teachers will be able to increase their understanding of content-specific TEKS, alignment of lesson plans, CBAs, and RTI data cycle as measured through the implementation of a successful PLC model which produces artifacts including weekly agendas/minutes, norms, student growth data charts, as well as other district PLC required outcomes.

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 successful performance of the WISD TIL program will be evaluated through the use of an action research model. The district leadership will use quantitative and qualitative data to determine progress toward program goals. Quantitative data will include STAAR student achievement data, summative and formative district, and curriculum embedded assessments. Also, successful completion of professional development training will be considered as a quantitative measure. Qualitative data will include student, teacher surveys, administrative T-TESS evaluations, and TIL self-assessments.

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.

WISD budget will support the goals of our curriculum and instruction department to train staff in the areas of
Coaching training
Leadership Training
Content (Literacy, Mathematics, Science, and Social Science) Professional Development Opportunities

We set aside 10% for payroll and 10% for operating costs. The remaining 80% was divided between professional contracted services and materials and supplies.

We do not anticipate adjustments at this time.

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.

WISD will recruit and select a diverse group of teacher leaders representative of the LEA's student population by proactively encouraging current diverse staff as well as external applicants to apply for Instructional Faciliator and Specailist positions

WISD C&I and HR departments use research-based best practices to recruitment and select Teacher Leaders with a the appropriate credentialing, experience and training which supports the goals of the program.

WISD 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 TIL pathway, by conducting a thorough service records review, rigorous interview process and required peer and professional recommendations.

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.

a) the main role and responsibilities of WISD teacher leaders in the TIL grant pathway include:

1. Instructional Leadership- through the implementation of a transformative leadership model
2. Peer Coaching
3. Modeling, Co-Teaching
4. Participation in professional development opportunities

Program Requirements (Cont.)

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

b) WISD teacher leaders will engage each monthly meeting, training, and professional development opportunities of approximately 10 hours a month. c) WISD TIL program participants will be evaluated and success measured through the use of an action research model. The district leadership will use quantitative and qualitative data to determine the progress of individual TIL participants toward program goals. Quantitative data will include STAAR student achievement data, summative and formative district, and curriculum embedded assessments. Also, successful completion of professional development training will be considered as a quantitative measure. Qualitative data will include student surveys, teacher surveys, administrative T-TESS evaluations, and TIL self-assessments, and the success of teacher leaders 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.

a) WISD will partner with external as well as internal professional development training in the following areas.
Leadership
Peer Coaching
Literacy
Mathematics
Science
Social Sciences

Approximatley 10-20 hours per month

b) WISD campus leadership will meet regularly to ensure teachers have support with onboarding and successful implementation of roles and responsibilities.

c) WISD has qualified and experienced staff who are experts in leadership, coaching and all content areas.

Program Requirements (Cont.)**3. Teacher Leader Training & Support (cont.)**

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.

WISD Teacher Retention Incentive**Eligibility Requirements for Teachers**

To be eligible for the entire incentive amount, \$2,500, an employee:

Must have been a full-time, teacher of record in Wharton ISD for 2 consecutive years.

Must have Proficient or higher on T-TESS for the prior 2 school years

An employee can only receive either the retention incentive or recruitment incentive.

Must not have more than 3 absences (23.25 or 24 hours, depending on the employee ' s work schedule) per incentive periods. Absences associated with approved leave types listed below will not be counted:

o Family Medical Leave (FML)

o Assault Leave

o Worker ' s Comp

o Religious Holiday

o Compensatory Time

o Military Leave

o Jury Duty

o Bereavement

o Off-campus Duty

The attendance calculation for the fall incentive begins on August 7, 2020 and ends November 30, 2020, for an incentive payout on December 15, 2020.

The attendance calculation for the spring incentive begins January XX, 2021 and ends on May 31, 2021 for an incentive payout on June 15, 2021.

Must not be on a Prescriptive Plan for Assistance/Support Plan at the time of payment.

Must be considered in Good Standing at the time of payout. In the event the employee is reassigned pending the outcome of an investigation, any recruitment/retention pay will be withheld until the completion of the investigation. If the investigation results in findings of misconduct, no payment will be made. If the investigation results do not include findings of misconduct, and the employee otherwise qualifies, the incentive payment will be paid.

Absences from the campus during the reassignment period will not be counted against the employee for purposes of qualifying for the incentive payment, so long as the procedures for a new duty assignment or home duty are followed.

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" value="1974"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="1974"/>
4. Total current-year program allocation	<input type="text" value="0"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="0"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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