



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 overall goal and mission of the Teacher Leadership program in Robinson ISD is to create teachers as instructional leaders. Each of our campuses currently have teacher leaders on approximately a 1 teacher leader for every 5 teachers with a heavy emphasis on core content areas. There are teacher leaders in special education as well as electives in some areas. Our teacher leaders receive training multiple times per year.

The goal of the grant program would be to increase principal understanding with instructional leadership and how to facilitate, recruit, and retain teachers as instructional leaders on each campus within RISD. The needs currently within the district include, but are not limited to, increased focus on using data to adjust and monitor instruction, implemented focus and targeted intervention, effectively implement Professional Learning Communities, and utilize best instructional practices that allow for differentiation and culturally relevant teaching.

Data indicates that RISD has a larger number than recommended needing tiered supports and intervention. This indicates a need to enhance tier 1 instruction. Teacher leaders are the ones that guide the planning day to day with teams of teachers. Therefore, it is imperative that teacher leaders know and understand how to use data to drive instruction, locate and model best instructional practice, and lead adults within their teams.

While these goals are lofty, the grant will provide funds with which to have assistance to implement these needs on each campus within RISD and enhance the current teacher leadership. These funds would supplement the current plans and provide the needed training for all supervisors and teacher leaders.

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
Colette Pledger, Assistant Superintendent of Curriculum & Instruction	Currently employed with 13 years central office curriculum director experience, 7 years campus level administrative experience, and 7 years classroom experience. Grant administrative experience as grant admin of TIPS.
Region 12	Various consultants. We have a currently established relationship with multiple personnel at region 12 and many have provided coaching in RISD. We will use their program, Tammy Becker, and others for coaching and training.

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 #1 - Utilize data effectively to adjust instruction and instructional delivery. We will provide training on programs used in RISD and consultants from region 12 will evaluate and make recommendations to improvement on current data walls and practices within RISD. Training by region 12 will be provided for all administrators, curriculum specialists, and teacher leaders on effective data gathering, analysis, and use to impact instruction.

Goal #2 - Create data based interventions to have targeted goals for MTSS. We are currently participating in DBI through TEA and will implement this training with supervisors, diagnosticians, special education teachers, and interventionists on each campus. The Director of Special Programs will provide this training. Region 12 consultant will be utilized to assist teacher leaders in understanding the MTSS process.

Goal #3 - Professional Learning Communities have been set up with systems and time in RISD. Further training and protocols are needed in order for teacher leaders to effectively lead during these set aside times during each school day/week. Consultants from region 12 will provide training to supervisors and teacher leaders. During this training, protocols to be used will be developed that work for our district/campus and meet the elements that lead to effective instructional planning.

Goal #4 - Increasing tier 1 instruction is needed in order to improve student outcomes and decrease the number of students that required tier 2 or 3 interventions. Region 12 consultants will provide training to curriculum specialists on the coaching cycle. These consultants will work to monitor and help principals and specialists implement this cycle to improve instruction on all campuses in RISD.

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.

Goal #1 outcome will include the implementation and use of data to improve student outcomes. The student outcome increases will be measured by: growth as indicated on screeners/diagnostic assessments including TxKEA, TPRI, BAS, iStation, IXL; Student Growth Objectives by teachers indicated students 55% or greater are meeting these outcomes, STAAR meets grade level performance in all areas increase and/or achieve at least 60%.

Goal #2 includes DBI created goals that are measurable and demonstrate targeted student success. These goals will be tracked through SuccessEd and evaluated for appropriate measures as learned through training. Participation in training will be included as a measure of success and transfer to classroom and Rtl meetings as well.

Goal #3 outcomes include attendance at training, protocols established, protocols implemented during PLC times, and increased student outcomes as indicated in growth measures (SLO, screeners/diagnostics), increase student performance on STAAR at meets grade level and above.

Goal #4 success criteria include decrease in the number of students receiving MTSS supports and listed as tier 2 or 3 within our SuccessEd program. The numbers and percentages would be in alignment with expectations shared in training.

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.

Currently, budget provides for a stipend for teacher leaders within RISD. Each teacher leader receives a \$1,000 stipend per year for approximately \$30,000-40,000 annually. In addition, consultation and professional development funds are used annually for staff to receive training at about \$5,000.

Adjustments with these grant funds would provide for advanced training and consultation with the regional service center to enhance teacher leadership and instructional supervision in Robinson ISD.

Estimated budget includes:
Additional stipends to teacher leaders for time and training - \$60,000 - \$2,000 per teacher leader (30 teacher leaders)
Training and consultation with region 12 service center and teacher leaders (TIL Training) - \$50,000 - \$10,000 X 5 campuses
Training and coaching for instructional supervisors - \$10,000
Substitute pay for release of teacher leaders at \$100 per day X 30 teacher leaders X 5 days = \$15,000

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.

Teacher Leader Recruitment and Selection:

a) Teachers within Robinson ISD do not completely mirror our student population. However, principals on each campus will utilize campus based data and information to select teacher leaders that mirror the campus population to the extent possible.

b) Recruitment and selection of teacher leaders will be based on the following criteria: capacity to lead adults including careful analysis of the team's Business Chemistry and the potential teacher leader Business Chemistry, student outcomes on a variety of measures, T-TESS ratings and SLO outcomes, and teacher years of successful experience in the grade level/subject area.

c) T-TESS observations, SLO, student outcomes on various growth indicators from screeners/diagnostic data over time, and curriculum based assessment data will all be used to determine teacher classroom effectiveness. Anecdotal data will be used for teacher leadership and interaction on the campuses, business chemistry profiles, and StrengthsFinder data will be used as well to determine leadership potential.

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) Teacher leaders in RISD main role and responsibility is to guide and lead their team of teachers within their subject/grade level. This includes leading PLC, disaggregating data, planning instruction that includes differentiation and best practices, and serve as a liaison between principal and the teachers on the campus.

b) The main activities of teacher leaders includes attending at least four trainings/teacher leader PLC times per year as well as a book study. This grant would provide for increased and focused training as well as coaching on the campus. Leadership on campus includes leading PLC grades 4-12 for approximately 5 hours per week and leading planning K-3 for approximately 3 hours per week. Attendance at teacher leader PLC for 4 days per year.

c) Success of teacher leaders will be measured by observation of leadership during the meetings, implementation of tasks and data disaggregation during PLC times as well as in planning, implementation of small group instruction and modeling this method for teachers. T-TESS ratings of teachers, SLO performance, and CBA/STAAR student outcomes. Anecdotal notes and observation of teachers leading during PLC time will also indicate success.

Program Requirements (Cont.)

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

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.

Robinson ISD will partner with region 12 as an external provider for support and training. Training will include the TIL framework including: action coaching, data driven instruction, student culture routines, and lesson planning formative assessment.

a) Teacher leader training will begin in August 2021 and continue through August 2022. The plan would be approximately 1-2 days per module with them occurring in August, November, February, and June followed by coaching one time per month and/or as needed based on modules and implementation. Adjustment of modules may occur based on region 12 recommendation after analysis of teacher leader and supervisor knowledge. One day in August will be used for planning and continuation of implementation for the 2022-2023 school year.

b) Additional supports include district provided curriculum specialists for the coaching cycle as well as coaching provided by region 12 consultants. There are four instructional specialists within the district, Director of Media Integraion, Coordinator of CTE and assessment, Director of Special Programs, and the Assistant Superintendent of Curriculum & Instruction that will all provide coaching and assistance with implementation on each campus.

c) Region 12 is certified to provide TIL training to RISD. The Assistant Superintendent of Curriculum and Instruction has multiple trainings and certificates to lead including Texas A & M Mentoring Program, Level I CMA, T-TESS, and various other instructional program and best practice training over the 13 years in which curriculum leadership has been provided in multiple districts.

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.

a) RISD has a goal of retaining highly qualified teachers within the district. Because RISD is located next to Waco and Midway ISD, we often lose teachers to those districts that have a greater capacity to offer higher wages. This incentive would allow us to provide additional funds for the short term for teachers, increase their capacity to lead from the classroom, and implement increased learning that will improve their instructional and leadership practices.

b) We provide stipends for mentoring and teacher leadership, work to increase the salary schedule, provide a retention incentive, and are also in cohort D application of the Teacher Incentive Allotment. All of these along with other recruitment strategies that are not as tangible such as: handwritten notes to teachers, extra time for planning, appreciation items, and incentives to grow in professional development areas are all provided through the curriculum department at least monthly.

c) The design and implementation of this grant will align with our retention practices because it will continue to build leadership capacity within our best teachers, provide increase growth opportunities, and also provide stipends to show appreciation for increased time spent in these roles.

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