



**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](mailto: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): [redacted]

**Applicant Information**

Organization **Mart ISD** CDN **161908** Campus [redacted] ESC **12** DUNS **100075704**

Address **1100 JL Davis Ave** City **Mart** ZIP **76664** Vendor ID **1-74-6001701-**

Primary Contact **Betsy Burnett** Email **betsy.burnett@mymartisd.org** Phone **254-876-2523**

Secondary Contact **Rena Graves** Email **rena.graves@mymartisd.org** Phone **254-876-2523**

**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 **Betsy Burnett** Title **Superintendent**

Email **betsy.burnett@mymartisd.org** Phone **254-876-2523**

Signature *Betsy Burnett* Date **12/1/2020**

**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.

It is the goal of Mart ISD for all students to reach their full academic potential. Mart ISD desires to continue the important work started through the Texas Instructional Leadership Program. By training teacher leaders in these important concepts we are building capacity in our district to sustain the work we did while in comprehensive status.

During our time in comprehensive status our instructional leadership was trained in the TIL program and began implementing Data Driven Instruction. Our campuses made great strides in instruction and we were able to improve our accountability scores significantly. Should Mart ISD be chosen for this grant we would expand this important work to include 6 more teacher leaders. This will allow more involved training for these individuals to take back to their teams on campus in order to continue this important work. We will also add a second training in Lesson Planning and Formative Assessment to our district processes. It is our goal to make the TIL processes permanently part of our systems. The Instructional Leadership Teams participating in these trainings will be instrumental in creating buy in from other teachers, consistency among processes, and accountability among each other.

**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
Teacher Leader to be trained in TIL	Minimum of 3 years teaching in the district, strong leadership qualities, willingness to learn, scores of accomplished and distinguished on evaluations
TIL Training Team - Region 12	Trained in TIL, capacity builders, experience with the district for the past 3 years

**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 goal of the program is to continue the work started by our campus leadership during our Comprehensive status in order to make this a permanent system in our district. We will:

1. Interview and select 6 teacher leaders to participate in the TIL program trainings.
  - a. These teachers will receive a stipend for their work and participation as they continue to meet requirements to remain in the program.
2. Send the teacher leaders to training.
  - a. The district will assign substitute teachers for the program participants.
3. Teacher leaders will collaborate and work directly with administrators to continue the TIL work with their teacher teams.
  - a. Meetings will be held according to the PLC calendar and will be strictly adhered to. The teacher leaders will be responsible for communicating any barriers or successes of their assigned grade groups. Members will collaboratively solve problems and learn from successes.
  - b. Substitute teachers will be made available for this important planning time to continue.

**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.

100% of teachers will use data to drive lesson planning and instruction in the classroom. This will be measured by monitoring done by the teacher leaders selected to participate in this program as well as administrative evaluations. Reading and Math scores across the district will increase by 10% due to the increase in effective instruction. The district will use STAAR tests, Interim Tests, and CBAs to measure performance and monitor effectiveness.

**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 will allow us to participate in the TIL training provided by Region 12. Without the funding we would not be able to pay for the training, compensate the teachers for their work, or pay for substitutes to cover while they are in training and meetings. We used our comprehensive funds to cover our last TIL training cycle, and we know that it is well worth the investment. If this grant could cover this second round of training, then the district would be able to allocate funds to build a model for providing continuous training and support in future years to keep the system running.

**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 leaders will be recruited based on how they perform in the following areas:

- Time spent in the district
- Experience overall
- Leadership potential based on other activity participation and accomplishments
- Effectiveness in the classroom based on student growth measures over the last 3 years
- Ability to represent the student & staff population
- Interpersonal skills determined by their previous teamwork efforts and effectiveness

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.

The roles and responsibilities for this project will be as follows:

Superintendent: Attend Lesson Plan & Formative Assessments training, meet biweekly with campus principals to discuss progress and any barriers, devote district resources, conduct walk throughs to ensure fidelity in the program

Campus Principals: Attend Lesson Plan & Formative Assessments training, meet weekly with teacher leaders to discuss progress and any barriers, organize time off for training and planning, analyze data and attend data meetings, evaluate teachers on campus to ensure training components are being used effectively and with fidelity

**Program Requirements (Cont.)**

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

Teacher Leaders: Attend both Data Driven Instruction and Lesson Plan & Formative Assessments training, meet weekly with teacher teams to discuss training components, teach strategies, discuss progress and any barriers, keep meeting notes and facilitate communication of any concerns between teachers and administrators

**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.

Mart ISD will partner with an effective third-party provider to offer training and on-going support Texas Instructional Leadership (Data Driven Instruction-continuation in the Elementary and High School and Lesson Planning and Formative Assessment) to Teacher leaders.

The district will identify 6 Teacher Leaders who will be able to mentor and coach other teachers in order to promote best practices and, ultimately, increase student outcomes.

To address this need, the Teacher leaders will utilize school data to identify areas of Improvement and implement specific teaching techniques that adequately prepare students for standardized testing.

The TIL package includes the following:

All books and any other printed materials

Change Management Training (Based on the book Switch) at Region 12

Face to face Cycle 1, 2, 3 training at Region 12 (dates to be determined)

Lesson Planning and Formative Assessment face to face coaching on campus for 9 full days

Facilitated on-campus meetings for 2 half days

Other information:

District already under contract with Region 12 for the TIL DDI package coaching Principal Manager and Principals

**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.

The district wishes to retain effective teachers, and especially teacher leaders. This grant will provide a stipend to those who will participate in the program as well as give them an opportunity to grow as educators and leaders in the district. The TIL process is instrumental in allowing administrators to effectively evaluate teachers and instruction in the classroom. This will allow administrators to designate which teachers may be eligible for district incentives such as the Teacher Incentive Allotment once it is established. The TIL trainings will also give the teachers the data and tools they need to effectively plan instruction and improve systems that result in higher 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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<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**

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