



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.

Designing a stimulating work environment that promotes creativity, efficiency, and teamwork is the district's goal in the planning and implementation of a teacher mentoring program. COVID-19 has had a huge impact on staffing and other available resources necessary for continuing to provide quality educational services. For years, the district's role in Calhoun County and surrounding areas has been more than a provider of education. Our district is the single most important source of education within our community; we also serve as a resource and meeting place oriented to promoting excellence in education, all of which are necessary for a successful community. Our district has adopted a plan committed to building a system delivering quality services, and dedicated to improving the areas economic status, and educational needs of our staff and community.

Our mission to hire, train and retain quality teachers through the New Teacher Mentor Program will be utilized to the fullest extent. We will use the grant funds to pay for the training of the leaders on campuses to support all teachers to improve student and teacher success. We have many online and available resources in our district but no time to implement the appropriate training. This program would provide the campus with the training and the subs needed to incorporate training into the school day. We meet monthly to assess the needs of new teachers and provide adequate training, but that is not enough. This grant would allow the training needed to push these already high performing teachers into the leaders we need them to be.

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
Region 3 Service Center - TIL Team	Service providers - Cliff Kinder, Ann Goodman, Lynn Guerra are vetted and trained by TEA.
New Teacher Mentor Coordinator - existing position	Masters in Educational Administration, 3 years as an Instructional Coach.
Assistant Superintendent Curriculum and Instruction	Masters in Educational Administration, 3 years as Assistant Superintendent

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 teacher leadership program will be used in conjunction with our mission to hire, train and retain high quality teachers. Our teacher leaders are outstanding in their content area and need additional training on how to help others. This program could provide the funding to enable the teacher leaders to get the necessary training and provide substitutes so more teacher leaders can be developed. Our goal is to have 2+ trained leaders with a variety of grade level and content area experience at every campus. This would ensure if someone was out for the day there would be a teacher leader on campus to assist as needed.

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 effectiveness of the teacher leader program will be measured by analyzing student growth data over the course of an entire academic year. MAP testing in reading and math will be utilized to show how the students are doing. Student growth will be measured at the beginning, middle and end of each school year to ensure teacher effectiveness. A comprehensive data analysis will determine the strengths and needs of each teacher. Based on the results, teacher leaders will be provided with professional development as needed or requested. These teachers will eventually be able to lead these data talks in their grade levels and content areas. The *Grow Your Own* program teacher interns and fellows will go through these learning opportunities as well. This will help with retaining quality as these teachers are already committed to CCISD and want to improve their craft.

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 proposed budget includes the TIL training, required substitutes, and stipends for these teacher leaders. Our goal is to train at least 2 leaders at our smaller campuses and 4 leaders at the campuses with larger enrollment. Currently we do not have a budget for leadership opportunities. This would make our district more competitive with providing a stipend to those teachers wanting to participate and improve their craft and help others do the same.

In the future the district can allocate appropriate funds to continue this program. Our teacher leaders will mentor new teachers and provide coaching needed to make our district a working family striving for student success using tools learned from TIL training.

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.

CCISD will use the pool of potential candidates for each leadership position based on the teacher leadership rubric used to differentiate true leaders. Teacher leaders at this time does not truly reflect our diverse population; however, this will be the basis for new hires to ensure teachers in the future will mirror our student population.

We will reach out to nearby colleges with graduate candidates and current employees for referrals to help with recruiting top individuals. In addition, we will utilize online marketing and social platforms to market our unique district and the individual small school families.

The Teacher Incentive Allotment initiative is being implemented with the creation of the rubric for evaluation this year. Student growth and T-TESS observations are the majority of the points with a small percentage in a teacher portfolio. This will identify our district's top teachers. Knowing the distinction of an applicant prior to hiring would also be an advantage in the recruiting process. We will have "stay" conversations with all teachers so the district is aware of what will keep teachers or possibly draw them away. The application for the leadership program will clearly identify teacher expectations and requirements for success in the TIL program.

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 on this pathway will be trained on appropriate board policies, pedagogy and research-based best practices. These teachers will be team leaders, grade level chairs and/or department chairs for their respective campuses. In addition to leading PLC meetings and mentoring new and/or struggling educators, these teacher leaders will help with professional development needs if they have the necessary knowledge and experience.

Minimum monthly time requirements can vary based on identified campus needs; however, regularly scheduled grade level and content area observations are expected in order to facilitate collaboration and identification of strengths and areas for improvement. This would in turn develop a strong foundation for student success.

Program Requirements (Cont.)

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

Success will be measured by teacher and administrator survey responses, documented student growth and additional teachers qualifying for the TIA.

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.

Our relationship with the Region 3 Service Center will continue to improve with this program as they will provide the Texas Instructional Leadership Action Coaching training to our staff with 3 full days of Professional Development, 8 half-days onsite implementation and unlimited phone/email support.

In addition, our teachers meet weekly in PLCs, which allows for frequent conversations among grade levels and content areas teams. Teachers are invited to do monthly book studies with fellow teacher leaders for in-depth analysis of relevant educational practices to help engage all students. These teachers will help lead professional development on their respective campuses.

Our district urges teachers use summers to rejuvenate; however, teachers can choose to attend professional development during the summer in an exchange for 2 days additional days off during the week of Thanksgiving. The opportunities for summer PD are limitless as we recognize district hosted events and off campus PD for these teacher choice days.

To measure the success of the teacher leader training, we will utilize data from the T-TESS, surveys, and teacher reflections. We value the teachers' time and want them to get what they feel is needed to make them stronger leaders.

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.

Our mission to retain highly effective teachers will be reinforced with this TIL training. The TIA will assist with providing monetary compensation to the high performing teachers. Improving school leadership is another way to increase teacher retention. We consult teacher leader teams within our District Educational Improvement Advisory Committee. This provides relevant feedback and input to administration as these teachers are in the classroom daily providing instruction to students and coaching to fellow teachers. These leadership pathways have been shown to improve retention rates among teachers.

We have implemented a New Teacher Mentor Program, which allows veteran teachers a leadership opportunity as they mentor our new teachers. The weekly PLC meetings facilitate collaboration among grade level teams and content specific areas.

Our goal is to retain 90% of all the highly effective teachers as recognized by the rubric for the TIA. Principals will have stay discussions with all faculty as part of their T-TESS observation so principals will be aware of possible openings and can begin the proper recruiting process. All teacher leaders will meet monthly with their principals to discuss possible candidates for new positions.

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