



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 lolapplications@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): **N/A**

Applicant Information

Organization **Longview Independent School District** CDN **092-903** Campus **N/A** ESC **7** DUNS **010476513**

Address **1301 East Young Street** City **Longview** ZIP **75606** Vendor ID **756-001977**

Primary Contact **Loretta J. Thompson Martin** Email **lthompsonmartin@lisd.org** Phone **903-381-2327**

Secondary Contact **James C. Coleman** Email **jccoleman@lisd.org** Phone **903-381-2251**

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 **James E. Wilcox** Title **Superintendent**

Email **jewelcox@lisd.org** Phone **903-381-2219**

Signature *[Handwritten Signature]* Date **12/3/20**



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Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

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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.

Longview ISD is working to improve its teacher retention rates and will implement this program to aid in this process. Therefore, the district will partner with one of the TEA-approved providers to provide training for all members of the school leadership team (Instructional Teacher Leaders, Principals, and Assistant Principals) and to provide teacher leader support. The program will be designed to consider that our high need campuses consistently hire teachers who have less than two years of experience and many times this correlates to student outcomes that do not meet the district's goals. Inherently, the training will need to focus on professional development that addresses improving student outcomes. The district will undergo a very rigorous selection process to recruit and select a very diversified group of teacher leaders that mirror the student population. When reviewing the school's demographics, school leaders will be assigned to teachers by considering the needs of the students and the skill levels of the teachers. Teacher leader assignments will be by grade level to the extent possible; however, assignments will be mostly for core teacher placements.

Substitute teachers will be used to provide instructional teacher leaders with release time. Principals along with the instructional leaders will identify the most qualified substitutes for the respective campus to ensure that there is quality instruction and monitoring of students. This will allow teacher leaders to attend meetings, co-plan or model teach, observe, and coach those teachers to whom they have been assigned. School administrators will structure their schedule to attend and facilitate all weekly leadership team meetings, attend all required summer training as well as monitoring the teacher leader's release schedule to ensure that the schedule allows for at least five hours of release time per month.

Weekly professional development will be designed and scheduled based upon the needs that emanate from planning meetings, monitoring of student work and the review of student data tracking. The Texas Instructional Leadership Team provider will support the school administrators, instructional teacher leaders, and district leaders to build the capacity of the educator. The provider will offer a suite of training intended to foster continuous improvement by helping school administrators and instructional leaders grow concrete instructional leadership skills in the areas of observation and feedback, student culture and data driven instruction. The training will be aligned with many of the best practices as described in the Effective Schools Framework.

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
Instructional Teacher Leaders support teachers through mentoring, monitoring, observing, and evaluating instruction.	Instructional Teacher Leaders will have at least three years of experience as a teacher of record and have a demonstrated track record of student growth and strong interpersonal skills. These are existing employees.
School Administrators support instructional teacher leaders through observing, evaluating, and providing feedback on an ongoing basis	School administrators will consist of principals and assistant principals working on the identified campuses and have a minimum of three years of experience. These are existing employees.
Provider Facilitators will be provided by the partner that will be identified to provide the training and the teacher leader support	The district will work with the approved provider to structure the support and provide the training for the instructional teacher leaders and the school administrators. These facilitators will be hired through the approved provider.

Goals, Objectives, and Strategies

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

Included in the District's Improvement Plan are several goals that can be achieved through the implementation and support provided by the Teacher Leadership grant which are to reduce the teacher turnover rates, improve student growth outcomes, and enhance the professional development program. The district plans to improve its retention rate by five percent by the end of the 2021 school year, will decrease by five percent the number of inexperienced teachers hired on the participating campuses, and increase the academic achievement for 90% of students to master 90% of the curriculum. To reach these objectives, Longview ISD will undergo a rigorous selection and hiring process for instructional teacher leaders. Instructional teacher leaders will have signed contracts committing themselves to serving in these roles, a memorandum of understanding will have been developed for the approved teacher leadership partner from the TEA approved list, along with the beginning implementation phases of the leadership program will have begun. Additionally, the approved provider will conduct the spring needs assessment in order to create a specific support plan that will assist the instructional teacher leaders. This assessment will also lend credence to the type of professional development program that will need to be offered. Meaningful training and ongoing support from the TEA approved partner will have been completed to develop and administer a mid-year teacher survey to students, review to ensure that teacher leaders have had a minimum of five hours of release time, and that the teacher leaders along with the school administrators having had attended at least one of the four teacher leader training that are required.

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.

Longview ISD will measure the success of this program through the achievement of the stated goals, the processes identified, and the outcomes realized. Based upon this evaluation, data will be reviewed and analyzed to determine the following:

1. Were the teacher turnover rates reduced?
2. Were the student achievement rates achieved?
3. Were the numbers of inexperienced teachers hired reduced?
4. Were the Instructional Teacher Leaders Selected and Hired per campus?
5. Were the teacher perception rates increased as measured by the administration of teacher surveys?
6. Were the student outcomes improved in each of the teachers who were mentored by the Instructional Teacher Leaders?
7. Were the goals of the Teacher Leadership Program achieved as designed?

As the data are reviewed, modifications for improvements will be made and the same will be implemented as needed. If needed, an amendment will be submitted to TEA to receive authorization to modify the program. Quarterly school leadership meetings will be held to analyze the collected benchmark data and determine the level of progress being made. Improvements will be made as needed to strengthen coaching and support teachers, TIP student outcome goal attainment, and the sustainability for the Teacher Leadership Grant goals.

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.

Longview ISD utilizes current funding allocations for salaries of principals, assistant principals, curriculum support specialists, and teachers as the primary professional positions that undergird the academic instructional program. The ten campus leaders who have embraced the instructional teacher leader concept recognize that this additional level of support will be available to work with many of the teachers to enhance the one-on-one delivery of student instruction. These instructional teacher leaders will be vetted from among the teacher ranks and will have an instant ability to foster both excellent teaching and a learning environment where students can thrive academically. With these identified funds, the district will be able to fund the provider facilitators that have been hired through one of the TEA-approved Texas Instructional Leadership providers. This provider team will be paid one hundred percent through this grant to help design the program, provide the provider facilitators, and design and implement the needs assessment instrument.

Moreover, the instructional teacher leaders will benefit from a well designed program that will foster continuous improvement by helping campus and district administrators grow concrete instructional leadership skills in the areas of observation and feedback, student culture, and data driven instruction. To support our instructional teacher leaders, this grant will provide them with an annual stipend, along with providing them with release time so that they can have time for planning and participating in the instructional leadership program. Each instructional leader will sign an agreement signifying his/her willingness to serve in said assignment for the upcoming year. The instructional teacher leaders will need release time and this grant will pay for the substitute teachers to come and serve in their classroom to maintain and provide the excellent instructional framework to their deserving students.

With such a program can come the need for supplies and materials. Once these are identified, the grant will be used to entirely pay for these items.

Having this program will benefit the district to reduce the teacher turnover rates thereby reducing the need to hire as many teachers in the upcoming years. When the district does not have to employ as many new teachers on an annual basis, the recruitment costs are reduced and those funds can be channeled to other incentives for teachers and other instructional programs. These new investments can aid in greater teacher satisfaction which can also lead to retaining experienced teachers in the classroom.

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.

Longview ISD will review the student demographics of each of the ten participating campuses and will use this program to help recruit and select a diverse group of teacher leaders. The National Association of Educational Progress (NAEP) research found four major benefits to diversity in the teaching workforce. Teachers who mirror the student population boost the academic performance of their students. Students of color, along with white students, report having positive perceptions of their teachers who mirror their student population. Teachers who mirror their student population are resources for students in hard-to-staff schools. Greater diversity of teachers may mitigate feelings of isolation, frustration and fatigue that lead individual teachers who mirror the student population to leave the profession. The funds provided by the grant will be used to serve as a catalyst to draw their participation. The following activities will be utilized:

1. Once the provider has been identified, we will coordinate a planning meeting to discuss and develop the selection progress
2. The district will establish an Instructional Leader Teacher Selection Committee
3. The selection committee will develop the Instructional Teacher Leader job description and then the position will be posted. A specific date will be determined by which all applications must be received.
4. The selection committee will also be responsible for reviewing all applications and serving on the interview team for the first round of interviews
5. There will be a second round of interviews with the identified partner to actually select the Instructional Teacher Leaders.

The Instructional Leader Teacher selection committee along with district representatives will develop specific interview questions designed to garner information from each Instructional Leader Teacher candidate as to what is the role of the teacher leader and what does it mean to serve in such an assignment. Other questions will be also be identified for the interview process. Also, the Instructional Leader Teacher selection committee along with district representatives will review portfolios including evidence of multiple sources of student data that demonstrate improved student performance (e.g., STAAR/EOC reports, district assessments, progress monitoring data, observational performance as appropriate). Teacher evaluations from the past five years will be reviewed as well as informal observation data such as walk-throughs. Campus and district files will be reviewed, to the extent possible, to determine participation in teacher, school, and district level leadership positions and committees, outcomes/results of their coaching, support and/or participation during the applicant's professional career.

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 responsibilities of the Instructional Teacher Leader fall under the category of shared leadership with the duties of assisting with analyzing data, the professional development program, and coaching. In regards to coaching teachers, the instructional teacher leader will evaluate teacher performance informally and conduct follow-up teacher conferences, team teach with colleagues, demonstrate model lessons and help with curriculum where needed. Each instructional teacher leader will observe and provide peer assistance and coaching in the areas identified in the T-TESS goal setting meetings, attend professional development meetings, and work an extended calendar to gain experience of at least five to ten days. Each school administrator will evaluate the instructional teacher leader using the district's teacher evaluation tool on an ongoing basis. Instructional Teacher Leaders will have at least two formal observations of classroom instruction with students. The identified approved provider will structure follow-up support days to guide district administrators who are working with these leaders. Support will focus on how principals can build capacity of their teacher leaders. These support days

Program Requirements (Cont.)

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

include activities tailored to the needs of each school such as train, shadow, produce feedback which will serve to reinforce and refine goals set by the Instructional Teacher Leader and his/her campus leader. Additionally, the approved provider will provide support virtually between visits.

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.

The district will partner with one of the TEA-approved Texas Instructional Leadership (TIL) Providers to deliver training to the instructional teacher leaders. The training will be at least five hours per month within the school day through release time or a reduced teaching load to support other teachers based on the TIL training schedule. Longview ISD will send Instructional Teacher Leaders and the instructional leadership teams of each participating campus to at least two of the four TIL training contents using one of the approved providers. The four training contents must be on either observation and feedback, data driven instruction, student culture routines, and lesson planning and formative assessments. Longview ISD will support the instructional teacher leaders by having them attend a three to four day foundational training in the role of serving in this capacity and attending a two day training on leadership and professional learning. This training will mirror the expectations and provide assistance and feedback around those responsibilities. The school administration, along with the instructional teacher leaders will regularly review classroom teacher performance and instruction in the school by analyzing both formal and informal instruction via walk-through data, formal evaluation data, and regular student data. Measuring impact will come from teacher performance, student performance, teacher survey, and the Instructional Teacher Leader's leadership rubric results. At the beginning of the school year, instructional teacher leaders will work closely with school leadership to disaggregate student performance data to create the targeted improvement plan, identify the root causes as well as identifying short and long term goal attainment. While working with the school administrators, support/coaching plans will be determined in order to provide targeted support for teachers based on their specific student learning gaps and the teachers' individual instructional needs.

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

Meeting with Instructional Teacher Leaders on a monthly or bi-weekly basis, if needed, to discuss progress will be scheduled.

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.

For years, Longview ISD has implemented an incentive program designed to retain teachers who continue their employment with the district and who are effective with working with economically disadvantaged students. This program is called the Longview Incentive for Teachers (LIFT) and should student growth occur an incentive is provided in the form of a stipend at the end of the year. Additionally, a stipend is provided to employees who meet the requirements based upon the number of distinctions earned by each campus and most recently, the district began participating in the Teacher Incentive Allotment. In December of 2020, teachers will begin to receive funds from the State of Texas based upon student achievement. The aforementioned incentives, along with the strategies implemented through the Teacher Leadership grant will increase the retention of teachers in Longview ISD.

Overall teacher retention data and teacher retention data by demographic subgroups will be reviewed to see which teachers remain on their campus and in which position, which teachers move to another campus within the district and in which positions, and which teachers leave the district. Data will be reviewed to determine the number of inexperienced teachers hired on the ten participating campuses. This grant will allow for the campus leaders to match instructional teacher leaders with small groups (between three and eight) of teachers to work with on instructional strategies, discipline concerns, and benchmark and test data to name a few of the areas for collaboration. This will create dialogue and support among these teacher groups that will lead to greater student success. The work environment changes positively because experienced educators can be a touchstone for the less experienced teachers. This strategy will also lead to higher retention levels among teachers because of greater satisfaction. Evidence will also be reviewed that shows instructional teacher leaders were given release time or reduced teaching loads to allow them to attend planning meetings with campus administrators. During the year, the campus administrators and the instructional teachers leaders will have attended two of the four TIL training contents using one of the approved providers on observation and feedback, data driven instruction, student culture routines and lesson planning and formative assessments. Attending these content trainings will help to build capacity and will also lead to an increase in teacher retention. Crucial to having a successful retention outcome will be to provide feedback on a regular basis to the program participants. Feedback will serve as a means to highlight areas of improvement or to modify and/or alter the training as needed. When modifications occur success can continue to be achieved.

By properly training and mentoring the selected Instructional Teacher Leaders throughout the school year, the district and school leadership team will be able to maximize the program's impact, reduce teacher turnover, decrease the number of inexperienced teachers hired annually and increase student outcomes.

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