2021-2022 Teacher Leadership Cycle 2
Letter of Interest (LOI) Application Due 11:59 p.m. CT, December 7, 2020

Texas Education Agency

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	La Vega ISD		CDN	161906	Campus		ESC	12	DUNS	010492890

Address	400 East Loop 340	City	Waco	ZIP	76705	Vendor ID	74-6000340

Primary Contact	Dr. Charla Rudd	Email	charla.rudd@lavegaisd.org	Phone	254-299-6715

Secondary Contact	Dr. Peggy Johnson	Email	peggy.johnson@lavegaisd.org	Phone	254-299-6706

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	Dr. Sharon M. Shields	Title	Superintendent

Email	sharon.shields@lavegaisd.org	Phone	254-299-6700

Signature		Date	12/04/2020

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.

La Vega ISD's goal is students to reach their full learning potential. We are committed to closing achievement gaps and helping students advance beyond standards, in addition we want all teachers to have opportunities to excel and advance while continuing to teach. The project centers around five basic tenets: 1) reach more students with excellent teacher teams, 2) pay teachers more for extending their reach to peer teachers and students, 3) transition from supplement through grant funds to full district sustainability, 4) providing protected in-school time for team planning, data analysis, collaboration, and coaching and, 5) matching authority and accountability to each person's responsibilities.
La Vega's leadership team and lead teachers disaggregated 2019 STAAR Performance to identify areas of growth and target needs. The highly diverse student population of 3,148 represent three subpopulations. 58% of the student body is Hispanic/Latino, 25% African American and 14% White. Most students are Economically Disadvantaged (91.45%) [10 priority points], 23.95% are Limited English Proficient, and 67.25% identified as At-Risk for dropping out of school. Accountability data (2019) of all tests taken (5,327) on grade level performance, 34% were "Approaches, 23% "Meets", 13% "Masters", and 30% "Did Not Meet". Data on Academic Growth revealed 64% of the ELA/Reading and Mathematics tests taken showed improved performance year over year. 55% of the students Met or Exceeded Growth, 14% had Partial Progress, however 31% of the students had NO progress from the prior year. Three campuses were identified for targeted support and improvement due to lack of student performance for three years. (High School, Junior High, Intermediate Campuses).
Current programing aimed at increasing student growth was reviewed. Programs that establish a strong start include: All students receive a free breakfast and lunch, Collaboration with local daycares, full-day PPCD program and Pre-K, dual language classrooms for the English learner population with certified bilingual educators in grades PK-3, and elementary AVID at PK-6. AVID elective classes at grades 7-12. Development of a pipeline of aspiring teachers, CTE program of study in Education and Training was added in 2017. Course sequence culminates dual credit college coursework. TEA designated Early College and P-Tech programs at the high school. (320 students of the 895 high school population). Existing partners: Rapaport Foundation, McLennan Community College, Tarleton, and Texas Tech Universities suppor the "Grow Your Own" initiative. The program supports paraprofessionals and student teachers with financial aid for books and tuition, on-the-job learning, and coaching by mentor teachers. A district supported mentoring program is provided to new teachers (8% with 0 years' experience, 25% with 1-5 years). What is needed is a purposeful matching of teachers with demonstrated high student growth and all teachers. Coordination of Teacher Incentive Allotment with Teacher Leadership enables students have access to excellent teaching consistently and make leaps in learning growth every year closing the achievement gap.

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
Director (Existing) Leads the efforts to extend the reach of excellent teachers and principals, monitors fidelity and progress, provide monthly data	Master's degree in education; experience in successfully leading teams of adults; able to manage multiple projects; experience in researching, collecting, analyzing data, and generating reports.
Multi-Classroom Leader, (Proposed) Leads teams of teachers in co-planning, co-teaching, modeling, observing, and providing feedback.	Bachelor's degree, valid teaching certificate, evidence of high-growth last 2 of 3 years (top 25% in district), knowledge of subject matter being taught, successfully lead, and managed a team to accomplish goals.
Master Team Reach Teacher, (Proposed) With support from MCL, Responsible for co-planning, co-preparing, delivering instruction, and co-monitoring	Knowledge of subject matter being taught, Bachelor's degree, Valid teaching certificate, track record of "effective" rating, (2 of last 3 years), demonstrated effectiveness working with differing cultural backgrounds
Teaching Associate (Proposed) - Provides both instructional and non-instructional support to a team of teachers.	Previous experience working with children, 60 hrs. toward bachelor's degree a plus, but not required, currently student teaching a plus, but not required, Effectiveness working with people.
ExterExternal Partners (Existing) ESC Region 12, MCC, Tarleton, Texas Tech, Opportunity Culture, Public Impact, Prosper Waco - Coordination with district	Experience as EPP, recruit and screen teacher residents, training, experience as site coordinator, trainers for TIL content and BEI tools, success in helping districts achieve high-growth student learning.

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 overarching goal aims for "Excellence for All": high growth and advanced thinking skills for all students, closes the achievement gap. The 1st tenet central to the grant activities is to reach more students with excellent teachers. To achieve this goal, the following objectives will be implemented. 1) Identify the number of positions open and special qualification; 2) Determine selection criteria (high-growth teachers; 3) Actively and early recruitment; 4) Conduct candidate screening; 5) Finalize contracts; 6) Develop master schedules to dedicate protected planning time; 7) Design teams of 3-8 teachers to be led by Master Team Reach Teacher; 8). The 2nd and 3rd tenets are financial sustainability for stipends. The district will develop a 3-year action plan. To pay more teachers for extending their reach and funding pay within regular budgets the objectives guide: 1) Identify potential funding streams (Title I, TIA,); 2) Determine stipend amounts based on the differentiated career path, leadership span, effectiveness, and years of experience; 3) Determine position exchange and commensurate salary; 4) Transition plan for reallocating future expected vacancies (turnover rate of 20.3%); 5) Exchange plan for salaries allocated to vacant positions to provide stipends to Master Team Reach Teachers (MTRT) and Multi-Classroom Leaders (MCL) and paid internships for teacher candidates. The 4th tenet, provide protected in-school time and clarity about how to use it for planning, collaboration, and objectives include: 1) Design master schedules at campuses to provide MCL and MTRT daily planning time block of at least 1.25 hrs. daily; 2) Dedicate common planning time; 3) Develop schedules of student support through rotations with MCL, MRTR, and Teaching Associate, computer lab, and small group instruction. The 5th tenet of matching authority and accountability includes the objectives of: 1) Define which teachers are on each MCL or MTRT team; 2) Link specific students to specific teachers; 3) Clarify leadership and teacher joint accountability.

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.

Great teachers can help ALL teachers learn how to achieve high student growth through high-engagement learning focused on the academic content. Performance measures must include the Implementation and Impact on Student Outcomes and Teacher Effectiveness.

Implementation
* Number of Teacher Leaders selected ranked by selection score [Tool: Behavior Event Interview scores]
* Number/ Percent of teachers led by Teacher Leaders (MTRT) by campus. [Tool: Roster of MTRT and Teacher Team members by campus]
* Number/percent of students taught by Teacher Leaders [Tool: Student roster for math and reading]
* Number/Percent of Teaching Associates participating on Teacher Teams. [Tool: Roster of MTRT and team membership]
* Number/Percent of Teacher Leaders that have protected in-school time [Tools; Master schedule, Weekly Observation and Feedback; Monthly Leadership Agenda; Perception Leader Satisfaction Survey]
* Stipends paid to Teacher Leaders at 5-8% above the district's average [Tool: District compensation]
* Number of training hours completed Tools: Texas Instructional Leadership- ESC Certification].

Student Outcomes & Teacher Effectiveness
** Student growth gains in math and reading - [Tools: Pre/Post data or growth on standardized assessments TPRI, DIBELS, TEMI, STAAR, ACT, TSIA]
** Student attendance and discipline [Tool: SIS data disaggregated by teacher for previous two years]
** Student satisfaction by course/teacher, self-assessment of personal growth [Tool: Perception Survey]
*** Teacher self-assessment, satisfaction, and professional growth. [Tool: Perception Survey]
*** Teacher retention / turn-over [Tool: HR retention data]
*** Teacher diversity [Tool: PEIMS employee data for past 3 years]
*** Teacher Leader satisfaction [Tool: Perception Survey and Interviews]
**** Teacher Effectiveness in the delivery of instruction and behavior management [Tools: Get Better Faster – Mastery of critical elements in scope and sequence].
**** Student Engagement by campus [Tool: Instructional Practices Inventory].

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 has been designed to address the needs and accomplish the goals of the Teacher Leadership program envisioned by the district. To accomplish principle #1: Reach more students with highly effective teachers that more closely mirrors the demographics of our students, the district has identified three levels of teacher leadership needed from a diverse pool of applicants, who demonstrate critical behavioral and cultural engagement competencies.

Teacher leaders and leadership teams will need to attend training, have time to plan and design the implementation, disaggregate data, and build capacity with teacher teams. In order to accomplish this goal funds will be allocated for Texas Instructional Leadership (TIL) training through Education Service Center Region 12. The ESC 12 partner has provided a tentative cost of $14,500 for a team of 5 and a cost of $450 per additional member to create Cohort 1. 1/5th of the total grant fund allotment ($20,000) has been set aside to provide cover the costs of sending 18 LVISD team members to TIL training.

Most grant funds will be expended on stipends. The district anticipates identifying a minimum of eight Master Team Reach Teachers in year one. Each MTRT will earn a grant funded stipend at $3,600 each for a total expenditure of $28,800. In year two, success through training and role clarification it is anticipated that six - eight MTRTs will be promoted to MCLs. In order to meet Principle #2: Pay teachers more for extending their reach, the MCLs will earn approximately 20% above district average teacher pay with a stipend of $9,000. Through district job redesign, the grant budget will fund only four of the total MCL stipends ($36,000). The district will absorb the remaining two - four. Stipends for new or returning MTRTs of $3,600 each four will be funded from grant funds for a total budget of $14,400. Local district funds will be used to fund stipends for all other teachers with proven high student growth rates (Anticipated 6-8 teachers moving up to the MTRT level). Teachers that have shown two years of increased student growth will be eligible for a stipend at 3% above district average pay ($1,350 each). These teachers have significant gains working in teams lead by MTRTs and/or MCLs. Unexpended funds in year two will be reallocated to funding the Team Teacher stipends from grant funds.

Grant funds are allocated for substitutes. Substitutes will be needed in year one to provide additional support during initial baseline testing and again during interim assessments. They will be paid to cover classrooms to allow time for teacher team collaboration and/or attend additional training at a rate of $100 each day, a cost of $11,700 for extended-release time for program teachers has been allocated.

Over the three-year implementation period the district anticipates moving to complete sustainability within local budgets in "Paying teachers more who reach more children with excellent teaching. "By year three. high quality MCLs will continue to receive career path increases in stipends moving stipends from 20% to 30% to a maximum of 40% above the average district teacher pay. For MTRTs increases in stipend awards increase from 8% to 10% to 13% of average district teacher pay. Team Teachers will receive incremental stipends on career path that move from 3% to 5% to 7% of the average district teacher pay.

Total grant funds requested total $100,000.

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.

The district leadership has designed the following components, timeline recruitment and selection process. 1) Solidify Hiring Need - November - January; 2) Prepare for Outreach - December - February; 3) Begin Active Recruitment and Outreach - January through May.

1) Solidify Hiring Need has started with the identification of positions to fill and estimate numbers needed. Special qualifications and/or expertise is being refined to include grade level and/or contents. Currently Teacher Aid diversity figures (39% African American, 21% Hispanic/Latino, and 40% White) and faculty diversity (12% African American; 16% Hispanic/Latino, and 71% White) reveal the imbalances when compared to the student body (58% Hispanic/Latino, 25% African American and 14% White) (TAPR, 2018-19). The team will set 3-year goals for diversity using current statistics as a launching point.

2) Prepare for Outreach begins with completed job descriptions that include role summaries and responsibilities as well as qualifications with an emphasis on track record of positive student growth. Webpage specifically designed for the Teacher Leadership activities will be prominently displayed on the district and campus home pages with a link to the recruitment page, applications, brochures, FAQ, and information concerning job fairs, interviews, and contact information.

3) Active Recruitment and Outreach begins with planned targeted in-person outreach for in district employees. Referrals from teachers and colleagues in surrounding districts, professional organizations use of social media and other connections to recruit candidates will be used. District and Campus leadership will speak at local Chamber of Commerce for Hispanic/Latino and African American groups, District advertising on job search sites (Teachers of Color, Teach for America), local news outlets, and partner outreach seeking teacher diversity.

To ensure demonstrated record of excellence, the applicant will be required to provide evidence of high student growth. Evidence must include the number of years of data (3-5), timeframe for the data, number of students taught or served, school and or department for each set of data included subjects and grades for the data, number of teachers led, if applicable, data source, baseline for comparison of demonstrated success, proficiency, and growth rates of students. The Behavior Event Interview will be used to distinguish candidates who would perform well in leadership roles from others. The BEI is divided into clusters and provides a quantitative score to identify superior ratings to red flags in four clusters. Each cluster is further divided into competencies: Driving for Results Cluster (Achievement, Initiative & Persistence, Monitoring & Directiveness, Planning Ahead); Influencing for Results Cluster (Impact and Influence, Interpersonal Understanding, Teamwork); Problem-Solving Cluster (Analytical Thinking, Conceptual Thinking) and Personal Effectiveness Cluster (Belief in Learning Potential, Self-Control, Self-Confidence, Flexibility). Candidates with scores in the Superior Zone will be considered.

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.

MultiMulti-Classroom Leader (MCL) leads a team of teachers, paraprofessionals, and teaching residents to meet the MCL's standards of excellence. MCLs determine how students spend time, and lead the professional growth of teacher's instructional delivery and classroom management. The MCL co-plans, co-teaches, models, coaches, and gives feedback. The MCL organizes the team to analyze student learning data and change instruction to ensure high-growth learning for every child, collaborating with the team, using the team's ideas and innovations to improve learning. The MCL is accountable for learning and growth of all students taught by the team. Time Commitments: MCLs management of teacher teams required protected in-school time. MCLs' schedule includes 7 hrs. weekly for planning. 1.5 hrs. weekly to support each team teacher, 2 hrs. weekly for common team planning, 3 hrs. weekly for individual planning, and 1 hr. weekly for meeting with schoolwide leadership team. Measure of Success: Completes and implements teacher leadership training components; team teachers demonstrate high student growth, and team teacher satisfaction with professional growth.

Program Requirements (Cont.)

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

The Master Team Reach Teacher (MTRT) serves more students than usual (not more than 25%), and lead a smaller team (2-3) and coordinates with the MCL. With guidance from the team's MCL, the plan and delivery of instruction for multiple classes in a rotation style. Students rotate between the MTRT for face-to-face learning, and digital or offline learning or personalized and enriched instruction supervised by a paraprofessional or teacher associate (student teacher). Each MTRT is responsible for co-planning, co-preparing, and delivering instruction, and co-monitoring student progress to determine instructional needs. MTRTs are also responsible for monitoring the effectiveness of instruction supervised by the teaching associate(s) and making or recommending changes. Time Commitments: MTRTs have 2-3 teachers or teaching associates and maintain high student growth. MTRTs' scheduled time for teaching, co-planning with the team and MCLs; 1.5 hrs. weekly for support of team teacher and teaching associate; 1 hr. monthly to review data, meet with MCL and attend training. Measure of Success: Completes and implements teacher leadership training component, effectively collaborates with team members, and student growth or equivalent learning measure continues to show high growth used to continue in the MTRT role.

Teaching Associate - The reach associate typically provides both instructional and noninstructional support to a team of teachers, as designated by the team's multi-classroom leader. (S)he works closely with the teacher to complete various administrative tasks and noninstructional paperwork. (S)he manages procedures and supervises student behavior during transitions, lunch, recess, assemblies, and other unstructured activities, and while teacher(s) deliver instruction. In some cases, (s)he aids instruction by supervising time on projects, skills practice, and digital learning, and/or by instructing students in small groups or individually. All activities are directed by the multi-classroom leader or master team reach teachers. (Technology is limited to less than an hour a day for elementary levels). Time Commitments: TA attend weekly planning meeting and receive individualized observation / feedback / and coaching. Measure of Success: Student growth, attendance, and discipline referrals are used to continue in their TA role.

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.

La Vega ISD will partner with Education Service Center Region 12 for the Texas Instructional Leadership (TIL) training program: Observation and feedback (action coaching). Purpose: This training guides administrators in developing strong systems and routines for regular support of teachers through short-cycle observation and feedback. It provides a strong framework for developing teacher skill in feedback meetings, as well as tools that enable consistent follow-through. The package includes the following:
• All books and any other printed materials (Change Management Training)
• Face to face Cycle 1, 2, 3 training at Region 12 (3 days - dates to be determined with district)
• Face to face on campus for 9 full days
• Facilitated on-campus meetings for 2 half days
• End of year closure with a slide presentation for the school board and momentum plan that includes next steps---as needed

BEI Training provided by Opportunity Culture. Purpose: Train district on administering a Behavioral Event Interview for potential MCL, MTRT candidates. (Approximately 3-3.5 hours)
BEI Training Objectives
• Learn to implement competency-based selection
• Practice conducting behavioral event interviews (BEI)
• Choose competencies aligned to new job roles (MCL, MTRT)

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

Job Roles Training and Professional Learning Sequence. Purpose: teacher leaders and their school principals prepare for success in their new roles and school models. These sessions draw on the experience and voices of peers who are implementing similar models in other districts. 3 days during the Summer of 2021 and SY 21-22

PUBLIC IMPACT's mission is to improve education dramatically for all students, especially low-income students, students of color, and other students whose needs historically have not been well met. Public Impact has deep organizational capacity to support LEAs and schools in these key areas of work. In the Opportunity Culture initiative. Public Impact has partnered with more than 300 schools across 30 LEAs nationally since 2013 and the TEA in 2015. Public Impact has the capacity to offer behavioral event interview (BEI) training and has conducted thousands of such interviews.

EDUCATION SERVICE CENTER REGION 12 offer training for instructional leaders on data-driven instruction, school culture, and action coaching for campuses and districts looking to increase overall student achievement and close educational gaps between students. The training packages are endorsed and supported by the Texas Education Agency.

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.

To retain more educators, LVISD proposes to provide more collaboration and support for educators to excel at work—and more on-the-job development which will lead to higher-paid career advancement opportunities for more teachers. In short, we will establish an "Opportunity Culture" for students, teachers, and principals. In collaboration with Opportunity Culture, Public Impact, Prosper Waco, Tarleton and Texas Tec University, the district redesigned existing job roles to create advanced roles for excellent teachers who teach more students and coach teacher teams. These new roles form new career paths, which provide opportunities for teachers to take on greater responsibility, receive greater compensation, and remain in instructional roles. In the district redesign, students receive excellent teaching, teachers receive regular support, and teacher leaders advance and grow in their careers. The redesign implements leading research on teacher retention: Yager, Akcay Dogan, & Yager, 2013; Charner-Laird, Ippolito, & Dobbs, 2016 all found that the characteristics that increase retention of high-quality teachers includes improved quality of professional learning coordinated with direct support and sharing of expertise. The cornerstone of teacher leadership are the multi-classroom leader (MCL) and master team reach teacher (MTRT). These teachers with leadership skills and a record of high-growth student learning who both teaches part of the time and leads a small, collaborative team of teachers for a group of classrooms in the same grade or subject will be sought first from within the district. Retention strategies around Principles #2 and #3: Pay teachers more for extending their reach; fund pay within regular budgets. The district will utilize grant funds to lay the foundation for stipend to high-quality teachers and career path plan for each role (MCL and MTRT). The sustainability within current school budgets and use of Teacher Incentive Allotments ensures sustainability. Provide protected in-school time and clarity about how to use it for planning, collaboration, and development (Principle #4) is aligned with retention research by DuFour, DuFour, & Eaker, 2008 which found that providing opportunities for teachers to grow professionally through opportunities such as leading collaborative team inquiry or providing professional learning to other teachers, which can lead to improved instruction. Backes & Hansen, 2018 found positive impacts on both reading and mathematics achievement for students taught by multi-classroom educators through Public Impact's Opportunity Culture program. Redesigned master schedules will provide non-teaching time for MCLs and MTRTs to lead their teams at school.

Maintaining a vigilant watch on the diversity among teacher leader ranks will guide the district to make small program adjustments to encourage or seek new to the district teachers of color. Monitoring the implementation in the first year is crucial to achieving successful results. The district will evaluate fidelity to design plans twice each semester in order to make small programing adjustments if needed. A year-end evaluation using an Opportunity Culture rubric will provide the district with a summative look at progress and programming strengths and opportunities for improvement.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year program allocation

5. LEA reservation for direct administrative costs, not to exceed the program's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)

CDN 161906   Vendor ID 74-6000340   Amendment # [ ]

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