



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.

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 **Trinity Basin Preparatory** CDN **057813** Campus **Multiple** ESC **10** DUNS **034006514**

Address **2730 N. Hwy 360** City **Grand Prairie** ZIP **75050** Vendor ID **1311614490**

Primary Contact **Brandon Duck** Email **bduck@trinitybasin.com** Phone **608-358-2618**

Secondary Contact **Jessika Torres** Email **jettorres@trinitybasin.com** Phone **214-946-9100**

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 **Randy Shaffer** Title **CEO**

Email **rshaffer@trinitybasin.com** Phone **214-946-9100**

Signature  Date **12-08-2020**

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.

The program to be implemented with grant funds is the Texas Instructional Leadership (TIL) program as per Pathway 1. The TIL program provides training and support to campus and district existing/aspiring leadership on their ability to build the capacity of educators that they manage. It consists of a suite of trainings intended to foster continuous improvement by helping campus and district staff grow concrete instructional leadership skills in the area of observation and feedback, student culture, and data driven instruction.

The mission of Trinity Basin Preparatory is to inspire every student to do more, expect more, and be more. The second goal of TBP's 2020-2021 District Improvement Plan (DIP) is to: Recruit, Retain, and Train Highly Effective Teachers and Staff. Within this goal are four performance objectives that the Teacher Leadership Grant will help to achieve:

Performance Objective 1: Recruit and Retain a full staff of highly effective educators.
 Performance Objective 2: Provide efficient organizational structures, processes and supports to ensure opportunities for induction and continued professional development.
 Performance Objective 3: Develop, maintain, and evaluate policies and practices to ensure campuses have effective and well supported teachers.
 Performance Objective 4: Provide Supportive Leadership at All Levels.

The TIL program will provide needed support and resources to help achieve the four performance objectives listed above. Additionally, Trinity Basin Preparatory has grown it's student base from approximately 1,750 students in the 2014-2015 school year to over 4,200 students in the current school year. During this time TBP has also experienced significant improvement in its FIRST Rating as well as the TEA's Academic Accountability ratings. This grant will help TBP continue to strengthen it's teacher and leadership capabilities to help ensure TBP can continue increase the number of students served while continuing to improve its already strong FIRST and Academic ratings relative to the surrounding schools serving similar students.

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
Dr. Lesley Austin	Doctorate in Educational Leadership, Superintendent and Principal Certification, nearly 20 years experience as an ESL teacher, Assistant Principal, Principal, and Chief Academic Officer
Dr. Jennifer Oliver	Doctorate in Education, Superintendent and Principal Certification, nearly 20 years experience as a Science teacher, Assistant Principal, Principal, and Director of Student Services.
External Consultants - Per TEA List of Approved Pathway 1 Providers	Training programs that have been vetted and approved to support LEAs in their selection of high-quality contracted services aligned with foundational essential actions within the Effective Schools Framework.

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 overall goal of the proposed program is to help strengthen TBP's commitment to teacher leadership. TBP has an internal "Game Changer Leadership Academy" (GCLA) that is led by Dr. Lesley Austin, Chief Academic Officer. The GCLA works with existing and aspiring leaders at TBP by strengthening teaching practices and increasing TBP's leadership capacity. This grant will significantly strengthen the bandwidth and further improve the outcomes.

Performance Objective 1: Recruit and Retain a full staff of highly effective educators:
 One of the strategies outlined in the 2020-2021 District Improvement Plan (DIP) for this performance objective is to "Provide authentic and relevant professional learning opportunities."

Performance Objective 2: Provide efficient organizational structures, processes and supports to ensure opportunities for induction and continued professional development. A strategy for this objective is to provide "Targeted, Intentional and Purposeful professional learning goals and plans to increase success of all students and staff."

Performance Objective 3: Develop, maintain, and evaluate policies and practices to ensure campuses have effective and well supported teachers. A strategy for this objective is "All teachers will participate in professional development of strong virtual instructional practices (ex. TCEA Remote Teacher Certification)."

Performance Objective 4: Provide Supportive Leadership at All Levels. A strategy to help achieve this objective is to "Provide opportunities for ongoing support and coaching of the formal campus leaders and informal and/or aspiring campus leaders."

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 performance objectives, strategies, and measures for this program are designed to leverage Teacher Leaders to help recruit, train, and retain more highly effective educators at each campus. Measures that TBP expects to see include improved TEA academic accountability at the district and campus level and more specifically student academic growth measures within each campus.

Tools to Measure Performance:
 Tools used to measure Teacher Leader performance will include both existing and new methods of measurement. Existing measures include classroom observation and student academic performance measurements based on school-based assessments (SBAs), standardized testing, and data comparison (istation for example) from the beginning, middle, and end of the school year. New measurement tools will include Teacher Leader self-assessments, student, parent, and teacher surveys.

Processes that will be used to ensure the effectiveness of project objectives and strategies:
 School and district administrators will continue to evaluate all teachers through announced and unannounced observations using the district teacher assessment tool on an ongoing basis. Teacher Leaders will also participate in at least two formal observations subsequent to their training. TBP will work with the approved provider to structure additional follow-up support days to guide district administrators working with Teacher Leaders to specifically outline additional leadership opportunities that can be developed beyond those already contemplated at each campus to help train, shadow staff, generate feedback, and focus on reinforcement and refinement of project objectives and strategies set as part of participating in the TIL program. Support will focus on how campus administrators can build additional capacity by leveraging the knowledge and skills that the Teacher Leaders have acquired in the TIL Program. Networking opportunities will also be coordinated by the approved provider to allow Teacher Leaders to observe and explore the role of Teacher Leader with other Teacher Leaders in schools in Texas. This networking opportunity will also support the sustainability of the program and allow contacts to be made to share ideas and resources for supporting the implementation of the Teacher Leaders in the district.

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 bulk of the budget is to support paying the approved vendor to provide the TIL training to Teacher Leaders identified at each of our seven campuses. The \$10K cost for each of TBP's seven (7) campuses includes:

TIL Vendor Commitment:

Face-to-Face Professional Development

- 3-4 days of content.
- 2 days for a summer intensive kickoff and 1 day in fall/winter.

Principal Supervisor Coaching

- 3-6 Coaching Visits
- Monthly throughout the school year
- Includes a PD session on how to support the work as a Principal Supervisor

Implementation Support

- Submitting Evidence
- Doing school walk-throughs with your coach
- Sharing videos of coaching or PD
- Submitting data and/or artifacts of implementing trainings

The balance of the budget will be used to offset the cost of substitute teachers and provide a \$3,000 stipend for the 35 Teacher Leaders that will commit to performing leadership work during the summer (two days of intensive kickoff) and throughout the 2020-2021 school year.

TBP's 2019-2020 training budget exceeded \$150K, but the majority of that relates to the direct and indirect costs related to externally provided training resources. The cost to run the Game Changer Leadership Academy is absorbed by the normal operating budget, but a rough cost estimate for the 20 teacher substitutes over the course of five instruction days (100 total instruction days) combined with supplies, speakers, and additional resources amounts to approximately \$15,000 per year just for the GCLA.

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.

How we will recruit and select a diverse group of teacher leaders representative of the LEA's student population.

TBP's student population is predominately Hispanic. Although our teacher population does not perfectly align with our student demographic, all teachers are required to be ESL certified and TBP's focus has always been on literacy. Teachers will all need to complete an application and include at least two letters of recommendation with one coming from their current principal. The application will provide background qualification information and answer six questions providing insight into why they want to participate, how they have improved their teaching practice, why they feel they're qualified to be a leader, and what they want to get out of the Texas Instructional Leadership program.

Research-based best practices we will use related to recruitment and selection.

Over the past 20+ years, TBP has found the best teacher leaders are the ones who are driven by the organization's mission. They are long term employees who are motivated by the challenge of serving students who are predominately economically disadvantaged while also being English language learners. Demonstrating a commitment to continually doing more for their students while also continuing to seek meaningful ways to improve themselves are the two most significant criteria for whether a teacher will be successful at TBP. To this end TBP will prioritize candidates based in part on their tenure (at least three years total experience) at TBP and self improvement efforts. Past experience at similar public schools will also be taken into account.

How we 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?

TBP will only accept teachers into the program if in their application to participate they express a strong desire to become a teacher leader. Teacher's who express a strong desire to participate will be chosen in part based on documented classroom observations, progress reports, standardized test scores, as well as their ability to positively impact student behavior and attendance. Their commitment will be evidenced by a signed agreement that they understand they are making a commitment to examine their teaching, learning, and leadership practices; and they will commit to taking action to improve their ability to serve the students.

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 main role and responsibilities of teacher leaders in your grant pathway.

The responsibilities of a Teacher Leader fall under the category of shared leadership, data analysis, and professional development and coaching. In regards to coaching, Teacher Leaders will evaluate teacher performance informally and conduct follow-up teacher conferences, team-teach with other teachers, demonstrate model lessons, and develop and help implement curriculum.

The main activities in which teacher leaders will engage each month of the school year and approximate time commitments for each month.

The main activities will include providing observation and peer assistance and coaching to help other teachers meet their

Program Requirements (Cont.)

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

student academic goals, participate in all Teacher Leader trainings, contribute to all TBP professional development days, and work and expanded calendar of days that includes two days during summer break.

Teacher leaders who participate in the Texas Instructional Leadership program will also participate in TBP's Game Changer Leadership Academy (GCLA). GCLA will meet as a group at least five times throughout the school year to cover topics that include: Leadership Development, Systems of Excellence, Effective Teaching Practices, Collaboration, and Hands-on Preparation for Leadership Opportunities. In addition, participants will be required to send all teachers on their campus a summary of the key takeaways from Texas Instructional Leadership training that they are bringing back to their campus. Communication tools such as Slack, Blackboard, and email will be leveraged to help facilitate collaboration and keep the topics of conversation active both within each campus and across the district. Teacher leaders will also all be required to lead a future professional development course that is shared with staff on one of the professional development days that are listed on TBP's Board approved calendar. The approximate time required of teachers each month is targeted to be between 10 and 20 hours.

How we will measure the success of teacher leaders in their respective roles
 School and district administrators will continue to evaluate all teachers through announced and unannounced observations using the district teacher assessment tool on an ongoing basis. Teacher Leaders will also be evaluated for all of their out of classroom activities, contributions, and positive impact to TBP's mission. Overall success will be based on the improved district and campus based accountability scores provided by the TEA.

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.

Trinity Basin Preparatory will partner with an eligible external partner as listed in this grant's Pathway 1 External Partners List to provide training and teacher leader support.

The content, frequency, duration (total hours), and measures of success of your teacher leader training over the course of the school year, which may include summers. At a minimum, Face-to-Face Professional Development will include 3-4 days of content which includes 2 days for a summer intensive kickoff and 1 day in fall/winter.

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.

As previously mentioned, TBP will include all participants in the TIL in our internal "Game Changer Leadership Academy" (GCLA). The GCLA will work to reinforce the topics that are provided within TIL by covering the specific needs of the district and each campus so that participants have additional space and are provided additional resources to help ensure they can leverage what they learn and help other teachers positively impact the classroom experience and student outcomes. The external partner will also help with submitting evidence, conducting school walk-throughs with a coach, sharing videos of coaching and/or PD, and submitting data from implementing trainings.

Program Requirements (Cont.)

3. Teacher Leader Training & Support (cont.)

The qualifications you and your external partner, if applicable, have to provide these supports.

Dr. Lesley Austin and Dr. Jennifer Oliver collectively have almost 40 years of education experience. They have both attended and led similar trainings for TBP and other districts. Dr. Austin is TBP's Chief Academic Officer and she has her Doctorate in Educational Leadership, a Masters in Educational Leadership, and her undergraduate degree in English. Prior to taking the role as Chief Academic Officer Dr. Austin was an ELA teacher, an assistant principal, principal and she has her Texas Superintendent and Principal Certifications.

Dr. Jennifer Oliver is TBP's Director of Student Services. Prior to taking the role as Chief Academic Officer Dr. Oliver was a science teacher, an assistant principal, principal and she has her Texas Superintendent and Principal Certifications.

The External Partner is on the list of TEA approved organizations for Pathway 1.

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.

Your LEA goals related to the retention of highly effective teachers that are representative of your student population.

Over the past few years TBP has improved it's teacher retention, by continuing to invest more money in our teachers (compensation, training, and other support), the school and classroom environment, and our literacy focused academic curriculum. Our goal for retaining highly effective teachers that are representative of our student population is to have turnover of this group of teachers at or below 10% annually.

The retention strategies you will implement to achieve these goals, including action steps, owners, and timelines. TBP's retention strategies are all owned by our human resource department. The stated strategies in their strategic plan include:

- 1) Retention stipend - In the current year the retention stipend was increased to \$400 for returning teachers and \$1,000 for teachers in at least their 4th year at TBP. Teachers starting on or before the second Monday in October of the prior school year and who return as a teacher in the school year (through at least the last work day before Thanksgiving) will be paid a the retention stipend in their November paycheck. The increase in the stipend was implemented for 2020-2021.
- 2) Salary Scale - The teacher salary scale experiences a larger increase in pay for 5th and 6th year teachers. This was implemented for the 2020-2021 school year.
- 3) Teacher Support - HR works with teachers each year to identify appropriate professional development opportunities, assigns teacher mentors, and identify teachers who may be qualified to serve as teacher leaders.
- 4) Years of Service Recognition - TBP has years of service pins, certificates, gift cards, and letters personally provided by TBP's CEO.
- 5) Leadership opportunities (like membership in GCLA and/or TBP's Academic Advisory Committee (AAC)) - The GCLA has already been discussed above, but the AAC provides an opportunity for teachers to have input on TBP's annual strategic planning initiatives.
- 6) Current Year Initiatives - HR is working to create a plan for Core Value Awards. This will provide monetary awards for teachers who are nominated for exhibiting TBP's Core Values. HR is also currently working with two local colleges to try and develop a discounted continuing education program (including degrees).

How the design and implementation of this grant program will align to the retention strategies you list in your response. The TIL program provides a great high profile opportunity for aspiring teacher leaders to engage in continued professional development which will have immediate and long lasting positive impact for our campuses, classrooms, and students.

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