



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

NOGA ID [Redacted]

Authorizing legislation **ESSA, Title II, Part A**

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto:loiapplications@tea.texas.gov).

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, December 7, 2020**.

Application stamp-in date and time

Grant period from **March 1, 2021 - July 31, 2022**

Pre-award costs permitted from **Pre-Award costs are not permitted for this grant.**

**Required Attachments**

1. Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)
2. Refer to the Program Guidelines for required attachments by Pathway.

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

**Applicant Information**

Organization  CDN  Campus  ESC  DUNS

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

- LOI application, guidelines, and instructions
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

**Shared Services Arrangements**

Shared services arrangements (SSAs) are NOT PERMITTED for this grant.

**Pathway Selection: Please select ONE pathway.**

- Pathway 1: Teachers as Instructional Leaders
- Pathway 2: National Board Candidacy Cohorts
- Pathway 3: Teacher Policy Fellowships

**Statutory/Program Assurances**

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.
4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
5. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements.
6. The applicant agrees to all applicable program-specific assurances as described in the 2021-2022 Teacher Leadership Cycle 2 Program Guidelines.

**Summary of Program**

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

Our district has used instructional coaches for several years and this has left a void in building the capacity of teacher leaders. In recent years, we have had zero applicants for positions that have been typically easy to fill. Likewise, we have a population of teachers that are at retirement age, which is higher than the number of teachers that we are able to retract and retain. With this grant, our district will be able to establish authentic teacher leadership roles that will include teachers' voice in instructional decisions.

The mission of the Teacher Leadership Grant in El Campo, will be to grow and develop teacher leaders at each campus so that teachers are empowered to meet students' academic and social emotional needs through an effective first teach.

Our data indicates a deficit in our TIER I instruction. Since TIER I instruction should provide instruction resulting in 85% of our students experiencing one years' growth in one academic year in all subject areas, our data shows 60-75% are only successful in TIER I instruction. These teacher leaders will utilize the Professional Learning Communities to support teachers using the Texas Instructional Leadership training that they will receive through Region III. This will include, but not limit to, classroom observations and feedback, support with lesson planning with high expectations, and assist in the formative assessment process.

**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
Assistant Superintendent of Curriculum & Instruction - district wide teaching and learning; overall student achievement; existing position	District DCSI and qualified Effective Schools Framework facilitator; 26 years in education
Director of Federal Programs- oversee district federal and state program implementation and fiscal responsibilities; existing position	Experience with district grant management; 20 years in education
Region III - TIL training for teacher leaders	Texas Instructional Leadership training 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?

The major goal of the program will be to develop teacher leaders that support classroom teachers' effective first teach instruction that will promote student academic growth. By the end of the year 2021-2022 school year, our district will show that 70% of students in reading and math will achieve one year academic growth. To reach this goal and objective, teacher leaders will support new and existing teachers through modeling lessons and co-teaching, observations and feedback, data driven lesson planning, formative assessment creations and implementation, goal setting and attainment, and formal and informal professional development. El Campo ISD will work in partnership with Region III to ensure that the selected teacher leaders are highly qualified through the Texas Instructional Leadership cohort trainings.

**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.

One of the performance measures for the effectiveness of teacher leaders will be an increase in student growth and student outcomes. Common formative assessment data will be analyzed throughout the school year to monitor the performance of students. Specific targeted goals, that align with the district goal of 70% growth of students in math and reading, will be set by each department. Teacher leaders will work with teachers in Professional Learning Communities to adjust instructional practices to ensure student make one year's growth of essential skills.

Another performance measure will be an increase in teacher effectiveness through T-TESS observations. The domains of planning, instruction, and learning environment will be used to analyze the growth of teachers. A combination of the 2019-2020 and the 2020-2021 data will be compared to the 2021-2022 data to measure the growth. The data on the retention of the highly effective teachers will also be analyzed to look for a decrease in those teacher leaving.

**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 teacher leadership grant for Pathway 1 indicates an award cap of \$100,000. Our district will utilize all of those funds the following ways:

- 1. Provide two Texas Instructional Leadership Cohort trainings for each of the campuses in our district. This will cost approximately \$60,000.
- 2. Provide release time for the teacher leaders to meet their responsibilities with teachers and campus administration. These teachers will teach 100% of the day, which will require substitute coverage. The approximate cost is \$27,000.
- 3. Provide teachers supplemental compensation of \$3,000 per teacher leader. The approximate cost is \$45,000.

Other grants and allotments, such as ESSA Title II, Part A, would be used in conjunction with this grant to meet the financial needs.

**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.

A job description with specific requirements will be developed to ensure that potential teacher leaders meet qualifications for the role of teacher leader. This would include a minimum of three years of high performance on T-TESS evaluations; data that supports high student achievement and performance outcomes; a minimum of three recommendations from colleagues; and identified by the campus leadership as highly qualified nominee. Additional consideration will be given to teachers who meet these qualifications and mirror our district demographics for diversity. Currently, our district student population is 10.1% African American, 64.4% Hispanic, and 23.9% White, while our teacher population is 2.1% African American, 12.8% Hispanic, and 84% White.

This information will be disseminated district wide to all teachers on all campuses. Teachers will complete an internal application and submit it to the HR department. The application process will require teachers to provide a sample video of highly effective instruction implementation from the 20-21 school year. In addition, they will have to provide a resume that demonstrates their leadership abilities that includes motivating, influencing, and leading fellow educators.

A district level committee, led by the Assistant Superintendent, will review the candidates' applications and verify the qualifications. A rubric will be utilized in the selection process and teacher commitment will be considered. Potential teacher leaders will engage in a face to face interview with the committee that will include an opportunity to demonstrate their leadership skills and final selections will be made.

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 responsibility of teacher leaders in El Campo will be to grow and develop teacher leaders at each campus so that teachers are empowered to meet students' academic and social emotional needs through an effective first teach. Teacher leaders will be given a minimum of one release day per month to engage in following activities:

1. Mentor new teachers that are within their first to third year of teaching. This will include providing New Teacher Academy, monthly lunch and learns, observation coaching and feedback, and modeling lesson and co-teaching.
2. Lead lesson planning and provide research based effective instructional strategies to their colleagues.
3. Lead in the development of common assessments and data disaggregation using the Professional Learning

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

Communities process and framework. Ensure that teachers are using data driven instructional methods that demonstrate differentiation and impact student needs.

4. Participate on the Campus Instructional Leadership Team by providing voice and perspective in campus instructional decisions.

5. Support teachers in goal setting (personal, professional, and student achievement) and measuring progress towards goal attainment.

6. Support the instructional components of the district and each campus' improvement plans.

7. Become highly trained to lead instructional change initiatives and provide formal and informal professional development.

The success of the teacher leader program will be measured by student growth with effective first teach instruction. Our district will show that 70% of students in reading and math will achieve one year academic growth.

**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.

El Campo ISD will partner with the external entity of Region III to provide training and teacher leader support on pathway 1. Each campus will participate in a minimum of two Region III TIL cohort trainings (Formative Assessment and Lesson Plans, Data Driven Instruction, Student Culture and Routines, and Observation Feedback). The selection of the specific TIL training cohorts will be determined by each campus needs.

Cohort training includes 3-4 full days of professional development, followed by 8 half-day implementation and support days. Successful training will be measured by participants engaging in one on one coaching with Region III staff to complete cohort training learning objectives.

District level staff will conduct regularly in person or virtual meetings to provide additional support and timely feedback to teacher leader concerns. Based on individual needs, customized training will offered. All district leaders have been trained in Leverage Leadership 2.0 by Paul Bambrick-Santoyo.

**Program Requirements (Cont.)**

**3. Teacher Leader Training & Support (cont.)**

4. Highly Effective Teacher Retention Strategies: Describe how you will use this grant to increase the retention of highly effective teachers that are representative of your LEA's student population. Describe: a) your LEA goals related to the retention of highly effective teachers that are representative of your student population, b) the retention strategies will you implement to achieve these goals, including action steps, owners, and timelines, and c) how the design and implementation of this grant program will align to the retention strategies you list in your response.

El Campo ISD's goal of retaining highly effective teachers is essential to sustain student growth. Teachers who feel well supported, receive feedback on their performance, and have opportunities for leadership have longevity in their district. To retain these teachers, our district will create a supportive environment, utilize the teacher leaders as mentors, provide growth and development opportunities, and recognize and acknowledge them.

**Create a Supportive Environment (Owner & Timeline)**

1. Emphasize instructional coaching for all teachers (Asst. Superintendent; August- May).
2. Provide necessary resources to teachers (Principal; August, November, January, March).
3. Open and honest communication with administrators and colleagues (Teacher Leader; Ongoing/Weekly).

**Utilize Teacher Leaders as Mentors**

1. Train Teacher Leaders in highly effective mentoring strategies (Asst. Superintendent; July/August - ongoing).
2. Assign and establish Teacher Leader Mentors (Asst. Superintendent; August).
3. Conduct monthly check-in meetings with teacher leaders (Principal; Sept - April).

**Provide Growth and Development Opportunities**

1. Identify diverse highly effective teachers to participate on campus and district leadership teams (Teacher Leader; August - May).
2. Provide personal choice in professional development including ongoing coaching support (Teacher Leader; August - May).

**Recognize and Acknowledge**

1. Identify highly effective teacher accomplishments and share with campus (Principal; August - May).
2. Formal and informal acknowledgment of highly effective teachers by campus and district staff (Principal & Superintendent; November, January, March, May).

Through this grant, teacher leaders will be empowered to support the district in retaining highly effective teachers. Teacher leaders will be the champions of our teacher retention plan.



**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)	
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	

**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