



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

NOGA ID

Authorizing legislation

ESSA, Title II, Part A

This LOI application must be submitted via email to loiapplications@tea.texas.gov.

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

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

Application stamp-in date and time

Grant period from

March 1, 2021 - July 31, 2022

Pre-award costs permitted from

Pre-Award costs are not permitted for this grant.

Required Attachments

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

Amendment Number

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

Applicant Information

Organization CDN Campus ESC DUNS

Address City ZIP Vendor ID

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Shared Services Arrangements

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

Pathway Selection: Please select ONE pathway.

Pathway 1: Teachers as Instructional Leaders

Pathway 2: National Board Candidacy Cohorts

Pathway 3: Teacher Policy Fellowships

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

Summary of Program

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

Columbus Cardinals Taking Flight and Soaring to New Heights (The Cardinal Way)

Columbus ISD strives to provide an equitable education to all students in all subjects no matter which school they attend or who their teacher is, so that each and every student is a successful college and career ready Columbus ISD graduate. To accomplish our mission, it is imperative that all stakeholders have a clear and deep understanding of; a) Where we are going = the essential knowledge and skills (TEKS) or student performance standards and b) How we are going to get there = instructional best practices or The Cardinal Way.

The best way to accomplish our mission is by building efficacy by flattening traditional hierarchies and empowering teachers to take an active role in leading. The Cardinal Way program involves creating organizational structures that systematically train, support, mentor, retain, and advocate for highly-effective teachers via a collaborative culture. Developing Teacher Leaders will be the lynch pin to building and sustaining capacity among our teachers and meeting the needs of every student in Columbus ISD. The Cardinal Way Program seeks to develop 3-cycles of teacher leaders at the elementary, junior high, and high school in the areas of instructional leadership, policy leadership, and association leadership (National Board for Professional Teaching Standards, National Education Association, & Center for Teaching Quality, 2014).

Each teacher leader will work with approximately 10 teachers in the areas of English as a second language, differentiation, technology integration, literacy, using formative assessments, and facilitating a positive student-centered culture. Teacher leaders will communicate with the CISD School Board at regular intervals, stay abreast of new laws, policies, and procedures from the federal and state governments, and advocate for their students and the teaching profession. Finally, teacher leaders will develop collaboratives with other rural school districts in Region 3 and expand CISD's professional learning community and actively seek out leadership roles in various professional organizations such as the Association of Texas Professional Educators (ATPE), Texas Association of Curriculum and Development (ASCD), or the Texas Computer Education Association (TCEA).

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 of Curriculum, Instruction, and Assessment-oversees these three areas in Pre-K through 12th grade	3 years of Teaching Experience; 3 years of Campus Administrator Experience,

Goals, Objectives, and Strategies

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

- Goal 1: Strengthen the Columbus ISD English as a Second Language (ESL)/Bilingual Program.
 - Strategy 1: Create Teacher Leader position
 - Strategy 2: Complete an audit of existing ESL/Bilingual Program
 - Strategy 3: Create SMART goals based on the results from the audit
 - Strategy 4: Provide professional development in the areas of planning instruction and formative assessment
- Goal 2: Train, develop, support, and retain highly effective teachers
 - Strategy 1: Create Teacher Leader position
 - Strategy 2: Assign a group of 8-10 teachers to each Teacher Leader
 - Strategy 3: Clearly communicate all aspects of The Cardinal Way program & get feedback from staff
 - Strategy 4: Begin development of Teacher Incentive Allotment plan
- Goal 3: Form and/or strengthen relationships with local entities, other rural school districts in Colorado County, and professional organizations and associations.
 - Strategy 1: Create Teacher Leader position
 - Strategy 2: Reach out to neighboring districts and organize professional learning community meetings with district leadership and Teacher Leaders
 - Strategy 3: Communicate The Cardinal Way plan to the community
 - Strategy 4: Join Texas ASCD and TCEA and begin networking

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.

- Columbus ISD will use a variety of performance measures (both quantitative and qualitative) to measure the success of our program. Throughout the implementation of The Cardinal Way program, formative assessments will be done at regular intervals to check progress and keep all stakeholders focused on our goals and objectives. District benchmarks along with Campus-Based Assessments (CBAs) will be administered and data meetings will be held to monitor progress.
- * English Learners' (Grades 7-12) annual dropout rate will go from 6.1% to 1.8% as reported by Results Driven Accountability (RDA).
 - *English Learners' graduation rate will increase from 75% to 80% as reported by RDA.
 - *CISD's performance level indicator for Special Education as reported by RDA for students in grades 3-8 taking STAAR (Math, Reading, Science, and Social Studies) will decrease by one level.
 - *Students in pre-kindergarten will demonstrate growth in reading or pre-literacy skills as measured by the Circle Progress Monitor System from Children's Learning Institute (CLI) Engage.
 - *The percentage of second grade students reading on or above grade level will increase from 67% to 80% by May, 2022 as measured by Amplify Reading from mClass.
 - *STAAR ELA/Reading performance of English Learners (Current & Monitored) will increase from 52% at approaches grade level to 62% and from 17% at meets grade level to 27%.

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.

Columbus ISD (CISD) will partner with the Region III Education Service Center (ESC) to provide Texas Instructional Leadership (TIL) training. Because CISD is a small rural district, the Region III ESC has agreed to group our Teacher Leaders (six total with two at the elementary, two at the junior high, and two at the high school) into one group. Region III has quoted us \$6,000 per training cohort. All six teacher leaders will attend each cohort training for a total of \$24,000. The training will take place at CISD and members of each campus leadership team will be able to attend the training.

The first TIL training cohort (Formative Assessment & Lesson Plans) will begin during the Summer of 2021. Teacher Leaders and Campus Leadership Teams will participate in four full-days of training. This training will help meet CISD's goal of improving Bilingual/English Learner instruction. A strong emphasis will be placed on understanding and teaching using the English Language Proficiency Standards (ELPS). Regular use of formative assessments during all lessons will enable Bilingual/ESL teachers to track the progress of their students and improve their TELPAS scores.

The next TIL training cohort (Data Driven Instruction) will begin during the Fall of 2021 (November - December). Substitutes will be provided these four full-days for a total cost of \$1,920. The third TIL training cohort (Student Culture & Routines) will begin during the Spring of 2021 (March - April). Substitutes will be provided these four full-days for a total cost of \$1,920. The fourth and final TIL training cohort (Action Coaching) will begin during the Summer of 2022.

Each Teacher Leader will receive a \$3,000 stipend from the grant, plus CISD will match that amount for a total of \$36,000. This past summer, CISD recruited six teachers, two at each campus to become instructional technology specialists in anticipation of remote asynchronous teaching and learning at the start of the 2020-2021 school year. Each of those teachers is paid a stipend to support the teachers on their campuses create Online content for remote asynchronous/synchronous learners. The additional stipend will help CISD retain and motivate our Teacher Leaders.

CISD will provide a digital camcorder to each campus. The purpose of the camcorder will be two-fold. First, Teacher Leaders will record themselves facilitating exemplar lessons with classes at each grade level. A professional development library of exemplar lessons in all subjects will be kept and all staff members will have access. Additionally, recordings of bilingual/EL lessons will be shared with families in their native languages so that they can better support their children and become stronger members of the educational team. Secondly, Teacher Leaders will record individual teachers they are working with, much like coaches do with their players, to improve their performance by analyzing lessons they taught collaboratively. Three Sony 4K cameras will cost \$2,267.16. Three tripods will cost \$359.88 and three video microphones will cost \$516.96 for a total cost of \$3,144.00.

Finally, CISD will provide each Teacher Leader \$500 to spend on supplies that will help them as they work with teachers (train, mentor, meet, etc . . .) for a total cost of \$3,000.

Final Budget

\$24,000 - Texas Instructional Leadership training
 \$ 3,840 - Substitutes for Teacher Leaders
 \$18,000 - Stipends for Teacher Leaders
 \$ 3,000 - Supplies and Materials
 \$ 3,144 - Digital Camcorders

Total = \$51,984

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 leadership committee will be established at each campus. The committee will consist of at least one district administrator, one campus administrator, two classroom teachers, and at least one campus auxiliary professional. The role of the committee will be to:

- a) Develop a profile of the teacher based on the needs of the campus and the educational literature that has been published about teacher leaders
- b) Create a clear and concise job description of the teacher leader
- c) Develop interview questions based on the profile and job description along with a scoring rubric
- d) Create a list of potential candidates that is diverse and broad
- e) Conduct interviews and make selection recommendations

The profile of the Teacher Leader position along with the job description and job qualifications will be posted and teachers that meet the qualifications and are interested will have the opportunity to apply. The job requirements will include:

- a) At least three years of teaching experience
- b) ESL endorsement
- c) T-TESS Evaluations at least at the Proficient Level; Accomplished & Distinguished Levels preferred
- d) Two letters of recommendation, one from a peer and one from an evaluator
- c) Possess good communication skills
- d) Possess good organizational skills
- e) Willing to commit to additional duties and responsibilities that may require them to work additional hours

The goals and focus of the district pertaining to The Cardinal Way will be published along with the other documents so that interested personnel will be aware.

During the interview, applicants will have to demonstrate their ability to lead groups by presenting to the panel. A rubric will be established detailing how scores will be calculated and given to all applicants prior to their interview. Additionally, candidates will complete the Gallup Strengths Finder Assessment.

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 duties and the responsibilities of the Teacher Leader include:

- a) Submission of weekly schedule to the campus principal with at least 65% of their time devoted to working with teachers (demonstration of lessons, co-teaching, observing, conferencing, facilitating professional development) with the other 35% of their time consisting of planning, meeting with administration, participating in their own professional development needs, analyzing student data, and securing resources.
- b) Developing and getting SMART goals approved that directly relate to student achievement and the campus improvement plan (CIP). Monitoring their progress and revising them as needed.
- c) Serving on various district and campus leadership committees
- d) Meet with the Director of Curriculum, Instruction, and Assessment monthly
- e) Help develop policies and procedures

Program Requirements (Cont.)

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

- f) Be familiar with the Texas Education Code, School Board Policy, and Campus Policies and Procedures
- g) Supervise & lead the creation of weekly lesson plans and their submission to campus administration
- e) Help and support substitutes
- f) Teach classes at least 50% of every day

Teacher leaders will spend at least 50% of each day carrying out their duties and responsibilities. Teacher Leaders will also participate in after school meetings and planning sessions. Overall, Teacher Leaders will participate in approximately 100 hours of training that will consist of face-to-face professional development, implementation support, and coaching.

Teacher Leaders will be evaluated based on their performance, the performance of the teachers they work with, and ultimately the performance of the students. Teacher Leaders will develop goals based on the district and campus improvement plans. Teacher Leaders and their coaches will reflect on the work they have done at quarterly intervals. Feedback from the teachers they have worked with will be used in conjunction with student achievement data to determine each Teacher Leader's progress. Teacher Leaders will model continuous improvement through their transparent commitment of analyzing their own progress and seeking additional professional development.

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.

CISD will partner with ESC Region III to provide Texas Instructional Leadership training to six Teacher Leaders and Campus Leadership teams. Teacher Leaders will participate in four cohorts of training starting with; Formative Assessment and Lesson Plans, Data-Driven Instruction, Student Culture and Routines, and Action Coaching. Each cohort training will be 4-full days and 8-half days. Each teacher leader will commit to approximately 48 hours of Texas Instructional Leadership. These training cohorts will meet beginning the Summer of 2021, and their frequency will be at least once a month through the 2021-2022 school year.

Teacher Leaders and the program will be measured in three ways: a) performance evaluation; b) program evaluation; and c) individual & collaborative reflection. Teacher Leaders will have a clear understanding of the student performance goals within the district and campus improvement plans. Teacher Leaders will review and discuss benchmark and CBA data with their teams, principals and district leadership. The performance of the teachers each Teacher Leader works with will be monitored and assessed to determine growth.

The Teacher Leader team will examine the overall programmatic features that either do or do not exist within the school district that are essential for The Cardinal Way Program to work. Strategies will be developed and implemented to make sure all practices and resources are aligned and barriers are removed or minimized.

Program Requirements (Cont.)**3. Teacher Leader Training & Support (cont.)**

All Teacher Leaders will participate in a self-assessment and personal goal setting activity. At quarterly intervals, Teacher Leaders along with their coaches will review their progress. They will reflect individually and with the team on next steps. Successes will be celebrated and communicated to all stakeholders.

District leadership (i.e. superintendent, directors, and principals) will be trained in what the role of a teacher leader looks like, specifically what the responsibilities will and won't be of a teacher leader. Additionally, district leadership will be trained in the best practices to help support the teacher leaders. All leaders will evaluate possible barriers to the program as well as identify ways to increase relational trust, collective responsibility, a commitment to continuous improvement, recognition of success, and appropriate levels of autonomy.

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.

CISD's goal is to retain over 90% of its highly effective teachers, especially the ones that are representative of CISD's student population. Each Teacher Leader will be assigned to one of the strategies below along with a district leader. They will create a leadership team whose focus will be to develop these six areas:

- #1 Create a supportive environment - Director of C&I & Teacher Leader
 - Communicate the purpose of the Cardinal Way program - Spring 2021
 - Regularly acknowledge achievements - each six week period - starting Fall, 2021
- #2 Provide leadership opportunities - Campus Principal & Teacher Leader
 - Develop Teacher Leaders - Summer, 2021 (Director of C & I)
 - Create leadership pathways - Spring, 2022
- #3 Improve mentoring program - District Leadership (Director of HR & Teacher Leader) - Fall, 2021
 - Survey and audit current practices
 - Flexible meeting times
- #4 Improve work environment - District Leadership (Superintendent & Teacher Leader) - Fall, 2021
 - Identify barriers and/or hurdles
 - Develop a plan to address areas of needed improvement with a time line that is regularly updated and sent out to staff
- #5 Keep up to date w/ innovative tools & technology - District Leadership (Director of Tech & Teacher Leader) - Fall, 2021
 - Use technology and innovative tools for various instructional activities with willing teachers
 - Communicate the effectiveness of various innovative tools and show student artifacts at regular intervals.
- #6 Study Incentive Programs - District Leadership (Chief Financial Officer & Teacher Leader) - Fall, 2021
 - Get feedback from staff (National Board Certification Program & Teacher Incentive Allotment)

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" value="1,536"/>
2. Enrollment of all participating private schools	<input type="text" value="0"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text" value="1,536"/>
4. Total current-year program allocation	<input type="text" value="51,984"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text" value="0"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text" value="51,984"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="34"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

CDN 045902

Vendor ID 649354

Amendment #

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