



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 Orenda Charter School CDN 014804 Campus NA ESC 12 DUNS 027165658

Address 2951 Williams Dr. City Georgetown ZIP 78628 Vendor ID 1742774612

Primary Contact Carla Silber Email carla.silber@orendaeducation.org Phone 512-869-3020

Secondary Contact Margina Escobar Email margina.escobar@orendaeducation.org Phone 512-869-3020

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 Carla Title Superintendent

Email carla.silber@orendaeducation.org Phone 512-869-3020

Signature Carla Silber Date 12-7-20

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 current teacher retention is 78.5%. Our teacher retention goal is 90%. We routinely have open teacher positions throughout the year. Based on teacher exit surveys, teachers leave our district either because they either do not feel like there are any opportunities for professional growth or are not provided the support they need to effectively provide high-quality instruction. Our campus administrators typically are assigned 20-30 teacher to supervise, coach, and evaluate. They do not have enough time with their other responsibilities to effectively observe and coach this many teachers on a frequent basis. The larger we have grown, our campus and district administrative staff have needed to take on more responsibilities which has resulted in a decrease in our student achievement.

Our student achievement goals are at least 90% of students at approaches standard on each test, 60% at meeting standard, and 30% at masters standard on each test, with a focus specifically on reading, writing, and math. Our goals for CCMR are 90% of students who are college and career ready.

Our mission is to strive to be a leader in the school choice movement, providing life-changing academic instruction to students who may not reach their academic and human potential in the large, more traditional public school system.

This grant program will provide us the funds and systems to support teachers in providing high-quality instruction to the students we serve. This will decrease our teacher turnover and increase our teacher retention so our high-quality teachers remain in the district and increase their student achievement.

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

Carla Silber, Superintendent
Teacher Leadership Grant Lead

M. Ed. in Educational Administration, 6 years as a teacher, 2 years as a campus administrator, 11 years as an assistant superintendent, 1 year plus current year as a superintendent

Education Service Center 12

Approved 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 goals of the grant program are to:

1. Retain experienced and highly-effective teachers;
2. Provide professional growth opportunities for experienced and highly-effective teachers;
3. Provide coaching and support for inexperienced and/or struggling teachers at least twice per month to increase student achievement;
4. Provide campus administrators with additional training and support to coach both teacher leaders and struggling teacher to increase student achievement on their campuses.

Activities/Strategies to be implemented:

1. TIL training through Region 12 for campus administrators and teacher leaders.
2. Two coaching days per month for each teacher leader to observe and provide feedback to their assigned teachers.
3. Monthly teacher leader meetings with campus administrators and teacher leaders to review grant progress, share celebrations, collaborate on challenges, and provide support for the program implementation.

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 two performance measures we will use relate to teacher retention and increased student achievement.

Our teacher retention goal is 90%. Our student achievement goals are at least 90% of students at approaches standard on each test, 60% at meeting standard, and 30% at masters standard on each test, with a focus specifically on reading, writing, and math. Our goals for CCMR are 90% of students who are college and career ready.

Each teacher team under this grant will submit two SMART goals, one related to improved student achievement and one related to improving their instructional practice. The goals should be aligned with the two content focuses of the teacher leadership grant and aligned to our district student achievement goals above.

Our performance measure will be 90% of teacher teams meeting their students' achievement and instructional practice goals.

In addition, we will use teacher retention data and teacher surveys to measure teacher retention. We will use student performance and growth data on state assessments, diagnostic assessments, grades, and AP exams to measure increased student achievement.

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 includes 4 campuses, 8 campus administrators, and 10 teacher leaders. Funds will be used for administrators and teacher leaders to attend Texas Instructional Leadership training, travel to Region 12 for training, teacher leader stipends, and subs for release time for teacher leaders to attend training and coach teachers. The itemized budget is below.

Texas Instructional Leadership Training with Region 12 and two training contents for 18 participants (8 administrators and 10 teacher leaders) - \$40,700

Subs for teacher leader release to attend 4 training days and 2 coaching days per month - \$12,650

Stipends for 10 teacher leaders - \$34,500

Travel for administrators and teacher leaders to attend training at Region 12 - \$3400

Most of our campuses have team leaders or department heads who lead weekly PLCs with their team and provide support to teachers on their assigned teams. The assigned teacher leaders/department heads were chosen on recommendation from campus administrators based on those teachers having strong instructional knowledge both in content and delivery, understanding data, and strong interpersonal skills. Our current teacher leaders/department heads do not have any formal leadership training other than a one-day PLC training at the beginning of last year. In addition, their role does not include any classroom observation or coaching outside their weekly PLC meeting. Our district goal is to provide a more formal process for choosing teacher leaders, teacher leader training based on best practices, and opportunities for observation and feedback of assigned teachers. Through participating in the grant, we plan to build in these formal systems to enhance our teacher leader program after the grant year and fund stipends out of our district allocation of Title II Part A funds in future years.

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) Below is our timeline and plan for selection and recruitment.

By March 1, 2021 - Finalize the performance measures and qualifications for the teacher leadership program

By March 11, 2021 - Finalize a recruitment strategy to select a diverse group of teachers representative of our student population

By March 26, 2021 - Finalize the application and selection process

By April 1, 2021 - Release the teacher application

April 23, 2021 - Applications due

April 26 - May 7, 2021 - Review applications and hold interviews

By May 14, 2021 - Select teacher leaders

b) We plan to use the following research-based teacher self-assessment as part of the recruitment and selection process.

https://gtlcenter.org/sites/default/files/TeacherLeadership_TeacherSelf-Assessment.pdf The four domains we will look at in our process will be the same as this teacher self-assessment: 1. Collaboration and Communication; 2. Professional Learning and Growth; 3. Instructional Leadership; and 4. School Community and Advocacy.

c) As part of the application process, student achievement data will be reviewed. We will look at state assessment scores for % students at approaches, meets, and masters, % students making progress, and trends over time along with other student data sources such as diagnostic assessments, grades, and AP scores for high school. As part of the application process, we will look at what leadership opportunities has the teacher already been involved in on the campus such as campus committee, club sponsors, community events, etc. We will include as part of our application process documentation that the teacher leader has an interest in the teacher leadership model.

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.

a) Teacher leaders will coach teachers to facilitate improved student achievement through observations and feedback of instruction, data analysis, high-engagement strategies, TEKS-aligned lessons, classroom management, and differentiation. The main role and responsibilities of the teacher leader includes: review weekly lesson plans and provide feedback to teachers, observe and provide feedback/coaching to each assigned teacher at least twice a month, provide instructional leadership and coaching in planning and implementing appropriate curricula aligned with the TEKS, lead teachers through reviewing and analyzing student data to inform instruction, and assist teachers with planning interventions and differentiation of instruction to meet the needs of all students.

b) The main activities each month include: weekly PLC meeting (4 hours per month), two observations and feedback/coaching per teacher per month (2 days per month), reviewing weekly lesson plans and providing feedback (4 hours per month).

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

c) The success of the teacher leaders will be measured by at least two SMART goals developed by each teacher team, with one goal related directly to student academic performance and one goal related to improving instruction (i.e. differentiation, data analysis, lesson planning, high-engagement strategies, interventions, etc.). Staff surveys will also be used.

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.

a) Based on our current needs assessment, administrators and teacher leaders will be participating in the following two Texas Instructional Leadership contents through Region 12 as our provider: observation and feedback and data-drive instruction. Below is the schedule of training and activities.

July/August - 2 days of training for each content (16 hours)

September - 3 days of campus coaching by Region 12 and 2 days of teacher leader observation and coaching of assigned teachers (40 hours)

October - 3 days of campus coaching by Region 12 and 2 days of teacher leader observation and coaching of assigned teachers (40 hours)

November - 2 days of training for each content (16 hours) and 2 days of teacher observation and coaching of assigned teachers (16 hours)

December - 3 days of campus coaching by Region 12 and 2 days of teacher leader observation and coaching of assigned teachers (40 hours)

January - 3 days of campus coaching by Region 12 and 2 days of teacher leader observation and coaching of assigned teachers (40 hours)

February - 2 days of training for each content (16 hours) and 2 days of teacher observation and coaching of assigned teachers (16 hours)

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

March - 2 days of campus coaching by Region 12 and 2 days of teacher leader observation and coaching of assigned teachers (24 hours)

April - 2 days of campus coaching by Region 12 and 2 days of teacher leader observation and coaching of assigned teachers (24 hours)

May - 2 days of teacher leader observation and coaching of assigned teachers (16 hours)

b) In addition to the training and Region 12 coaching list above, our district plans to hold a meeting once a month with campus administrators and teacher leaders to review the grant progress, share celebrations, collaborate on challenges, and provide any follow-up support to the teacher leaders. We will also hold a teacher leader orientation in August.

c) Education Service Center 12 is an approved Texas Instructional Leadership provider. They have been trained in providing this training and coaching support. Carla Silber, superintendent, will be the grant lead. She has experience as a campus and district instructional leader for over 13 years. She will attend the training with the campus administrators and teacher leaders to provide district support and coaching to the campuses.

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.

a) Our district goal is to increase teacher retention to 90%. Our current teacher retention is 78.5%. The average years a teacher stays with our district is 3-4 years. With teacher turnover higher than our target, more time is invested in training teachers who are new our district.

b) Below are the retention strategies from our district improvement plan.

ACTIVITY/STRATEGIES

Revise and implement a district-wide rewards and recognition plan to retain high quality staff

Provide a mentor teacher for all new to Orenda teachers

Continue to provide high needs retention stipends and sign-on stipends for HS math and science

Implement virtual PLCs between campuses

Implement PLCs with department heads for MS/HS and elementary instructional coach at Gateway College Prep campus

OWNERS

Superintendent

HR Director

TIMELINES

July 2020 (sign-on stipend and high needs retention stipend)

Approval of new district-wide rewards and recognition July/August 2020

PLCs and mentor teachers - August 2020-July 2021

c) We haven't been able to put in place virtual PLCs between campuses or a mentoring teacher this year. This grant will help with implementing both of these strategies by providing teacher leaders at the campuses to be assigned to new teachers and monthly teacher leader meetings to coordinate between campuses. Even through virtual PLCs between campuses might be feasible due to staffing and scheduling, having a teacher leader at each campus who collaborates with teacher leaders at the other campuses will help with the coordination of PLC topics such as curriculum implementation, data-driven instruction, and lesson planning to support and align practices across the campuses within our district. Even though it is not reflected in our goals or strategies, our district plans to participate in Cohort E of the Teach Incentive Allotment. Through the content trainings in observation and feedback and data-driven instruction, this will help our district refine our observation and student growth measures to be ready to apply for the TIA grant in 2021-22.

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