



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 Riesel ISD CDN 161912 Campus Foster/Riesel Sc ESC 12 DUNS 100076355

Address 600 E Frederick City Riesel ZIP 76682 Vendor ID 74-6001973

Primary Contact Christina Flores Email cflores@rieselisd.org Phone 254-896-5000

Secondary Contact Brandon Cope Email bcope@rieselisd.org Phone 254-896-5000

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 Brandon Cope Title Superintendent

Email bcope@rieselisd.org Phone 254-896-5000

Signature [Signature] Date 12/7/2020

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.

Riesel ISD has seen great change within just over a year with an administration shift at all levels. With this change, many positive and negative effects have been seen. Instructional effectiveness has made a positive shift but is an ongoing process. Riesel ISD lost 23% of their teachers this past year. Being a small, rural school, finding veteran teachers can be hard. With that, 50% of Riesel ISD staff have less than 5 years of experience.

It is our mission to retain high quality and effective teachers who meet the needs of all of our students. Over the last five years, Riesel ISD economically disadvantaged numbers have increased allowing for gaps to occur with students reaching meets and masters. Although teachers have received more quality professional development in the last year and a half, partnering with the educational service center for the Texas Instruction Leadership program, would help the district build teacher leaders with an already very lean administration staff.

Needs	Plan for Addressing
Riesel ISD has a turnover rate at 23% this past year which has led to 50% of Riesel ISD teachers have less than 5 years of experience	Giving teachers support through teacher leaders who have the skill set will allow for teachers to hone their craft and increase teacher effectiveness.
Only 67% of students at Riesel ISD are at Meets Grade Level across all subjects. This is significantly lower than the State's average of 78%.	To increase this percentage, Riesel ISD must increase teacher effectiveness. Therefore, the district will partner with an effective 3rd party provider to offer training and on-going support (peer observations, coaching colleagues, and facilitating data driven inquiry cycles) to teacher leaders.
Only 14% of students at Riesel ISD are at Masters Grade Level across all subjects. This is significantly lower than the State's average of 24%.	

In order to meet the needs for all of our students, there is a large skill set a majority of these teachers are needing. They are fairly new to the practice and it is important to train effectively and correctly. Having teacher leaders to help support the work gives these newer teachers the opportunity to ask more questions and have a deeper understanding in order to meet the needs of all of our students than in a traditional larger professional development setting.

Teachers at Riesel ISD are eager to learn but many times do not know where to start. With the administration change a year ago, the direction has been shifted and teachers have been fast to learn what is needed to make each individual student successful. This process has shown administrators great teacher leaders which can be used to drive success further with their help and along with gaps which occurred with the current COVID-19 pandemic.

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- Curriculum, Instruction and Accountability; oversees and conducts professional development,	Master's degree in educational administration, Texas principal or other appropriate Texas certificate, Texas superintendent certificate, Certified TTESS Appraiser, Three years as a classroom teacher, five years in a leadership capacity
Principals-Direct and manage overall campus operations. Responsible for leadership of the campus instructional program ensuring high standards	Master's degree in educational administration, Texas principal or other appropriate Texas certificate, Certified TTESS Appraiser, Three years as a classroom teacher, Three years in a leadership capacity
Assistant Principal-Direct and manage assigned areas of instructional program and campus operations. Oversee assigned student activities and services.	Master's degree in educational administration, Texas principal or other appropriate Texas certificate, Certified TTESS Appraiser, Three years as a classroom teacher
Education Service Center- Liaison for professional development	Employed by the Education Service Center and allowed to teach Texas Instructional Leadership modules
Teacher Leaders-Instructional Coach to observe instruction, conduct post conference with teachers, plan, model, and team teach with colleagues	3 years or more experience, classroom teacher at least 50% of the time, leadership skills, manages time effectively, proven record of improving student outcomes, understands data, strong interpersonal skills

Goals, Objectives, and Strategies

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

Teacher Retention Rate

In order to address Riesel ISD's retention rate, teachers with less than 5 years of experience will be partnered with a teacher leader. These teacher leaders will be able to provide coaching, feedback, and modeling to support the beginning teacher. This will allow teachers to learn and hone their craft with a colleague in a non-punitive manner. Building these relationships, support systems, and instructional practices will help lead to instructional effectiveness and retainment. The goal is to reduce turnover from 23% by 18% by the end of the 2022 school year.

Develop Teacher Leaders to Close Gaps

Teacher leaders will serve as an instructional coach in a role to observe instruction, conduct post conferences with teachers, plan, model and team teach with colleagues. Teacher leaders will demonstrate model lessons, as well as, develop and help implement district adopted or supported curriculum aligned with state standards. In addition to actively coaching, teacher leaders will work with district and campus level leadership to analyze data and plan effective professional development that can be quickly turned around, implemented in the classroom, and achieve high yield results in the areas of student achievement.

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.

<p>Teacher Retention:</p> <p>Reduce the turnover rate of teachers leaving the district from 23% to less than 18% by the end of the 2022 school year.</p>	<p>March 1st-June 30th Rigorous selection process for teacher leaders Hire 2 teacher leaders from each campus to support 3 to 8 teachers Schedule TIL training with ESC 12 Send teacher leaders to TIL (1:20 teachers) Trainings will be scheduled in accordance with the district calendar Assign teacher leaders with mentees A District Leadership team formed consisting of the teachers leaders, assistant principal, principals, Assistant Superintendent, and Superintendent.</p> <p>July 1-October 31st Survey will be utilized for teacher leaders and mentees as a baseline of where they are at and needs Demonstrate training occurred by sign in sheets and agenda. Baseline teacher instructional data will be collected through both formal/informal observations Data Collection: Student Benchmark data, professional development agendas including PLCs Teacher leaders will have at least 5 hours a month release time to work with teachers</p> <p>November 1st-February 28th Analysis of informal/formal observations to show progress of classroom teachers Survey will be included to determine impact of teacher leader and refinement Data Analysis of benchmarks data to analyze progress toward student outcomes.</p> <p>March 1st-July 31 2022 Final teacher survey to determine impact of teacher leader Teacher leaders paid \$3,000 stipend The percentage of meets and masters will increase at least by 5%.</p>
<p>Develop Teacher Leaders to Close Gaps:</p> <p>Increase the number of students at Riesel ISD who are at Meets Grade Level across all subjects to at least 72%.</p> <p>Increase the number of students at Riesel ISD who are at Masters Grade Level across all subjects to at least 19%.</p>	

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.

Funding for a program like this is only possible with the award of this grant. We have tried to implement something faintly similar, but due to our small staff size and limited time for our administrative staff, it did not have the effect something of this magnitude would. Currently we do not have any specific funds allocated to this. Our district has had a longstanding deficiency in professional development and our student performance shows it. A new administration is in its second year and has placed a strong emphasis on professional development and continues to reallocate funds within the current budget from other areas into professional development. Our professional development time and budgets have increased each year of the new administration. Going forward, the district will be able to continue with the initiative as it continues to reallocate funds from other areas.

We are seeking funding for 2 campuses at \$15,000 each. This would allow for us to complete the Texas Instructional Leadership training locally with the Educational Service Center for \$6,000 per campus. Each teacher leader would receive a stipend of \$3,000. In order to handle release time for these four teachers, Riesel ISD would also budget another \$2,000 to cover the cost. The district would need \$4,000 for miscellaneous supplies and materials for the teachers to facilitate their work. This brings the total to \$30,000. We would not use any grant funds for administrative or indirect costs

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.

Riesel ISD's student population is summarized in the following table:

Ethnicity	Percentage
African American	1.5%
Hispanic	24.7%
White	70.1%
American Indian	0.3%
Asian	0.5%
Pacific Islander	0.2%
Two or More Races	2.8%

Teachers will be selected keeping in mind the student population in order to have a diverse group of teacher leaders. Teachers will also be selected by analyzing their performance, experience, and connection with students and colleagues. This opportunity will be made available in various locations and an email will be distributed letting teachers know what the outcomes and qualifications are. Teachers who are interested in the process will be encouraged to apply.

In order to apply, the district will require at least three years or more of experience. The teacher leader will be one who is a teacher of record at least 50% of the instructional day and all teacher leaders will sign an addendum to their contract agreeing to serve in their role for the upcoming school year. During the selection process, teachers will have the opportunity to explain how they improve student outcomes along with how to go about improving scores based off a data set given during the interview process. References and observations will be used in determining strong interpersonal skills and leadership potential as well as probing questions in the interview process. Portfolios will be asked to be brought to the committee which includes evidence of multiple sources of student data which demonstrate improved student performance, specific examples of teacher and student goal setting, observation data such as walk-through observations and any other leadership opportunities.

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.

Teacher leaders will evaluate teacher performance informally and conduct follow-up teacher conferences, team-teach with colleagues, demonstrate model lessons, and develop and help implement curriculum. Teacher leaders will observe and provide peer assistance and coaching toward meeting each teacher's goals including T-TESS reinforcement and refinement areas as well as participate in all teacher leader training, attend professional development meetings offered by the district and work an expanded calendar year of 5 days in order to attend and develop training. In addition to instructional coaching, teacher leaders will evaluate data in order to provide regular feedback and understanding with mentees.

Because many of our teachers are newer to the field, it is imperative to facilitate positive relationships between coaches and teachers at the beginning in order to ensure the best outcome. Teacher leaders will meet with the mentees before school starts to foster this relationship. As the year begins, teacher leaders will spend at the minimum 5 hours each month

Program Requirements (Cont.)

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

working with their mentees. One day a month, teacher leaders will meet with the District Leadership Team and debrief before teachers begin observations for the day. Teacher Leaders will then return at the end of the day debriefing on any continuities which can be addressed as well as helping with any challenges observed.

Surveys will be conducted at the beginning, middle and end to gauge the impact of Teacher Leaders. The surveys will also allow the campus and district leaders to reflect on proper placement of the Teacher Leader. The campus and district leaders will also have two formal T-TESS observations with their students which also mirrors expectations from the Texas Instruction Leadership practices. Campus and district leaders will allow time for individual refinement and reinforcement based on their individual needs.

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.

Riesel ISD plans to partner with Region 12 Education Service Center for the Texas Instructional Leadership training. The sessions will include three and a half days of training during the summer from Region 12 Education Service Center. The district will utilize an additional day of training and working on the presentation and training for professional development during back to school. The initial training will include how the district will support teacher leaders with understanding their role, how to carry out their responsibilities, as well as, how to structure their time. Mentee and teacher leaders will attend a session together to begin developing positive relationships before school starts which is incorporated in the district calendar and professional development. The teacher leaders will meet with the District Leadership Team once every month for debriefing and training before heading out to campuses to work with mentees. Teacher leaders are also encouraged to reach out for assistance when needed from both campus and district staff. More support will be provided to the teacher leader at the beginning of the year as the district/campus leadership teams model expectations with observations, feedback and expectations. Surveys will be conducted at the beginning, middle and end of the year to show impact and reflections of teacher leaders for any adjustments that need to be made. After reflection of the data, additional coaching from the Region 12 Education Service Center may be needed.

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.

It is Riesel ISD's desire to build capacity in our amazing teachers. By giving them the ability to mentor and coach will build their own skill set and build Riesel ISD as an even better team. Investing in these teachers, giving support, giving positive feedback, along with a stipend are ways retention can be established. Along with teacher leaders, having the extra support in the classroom will be invaluable to both veteran and newer teachers in working with them on their individual needs and not globally. Knowing teachers are able to reach out to their colleagues will give them the ability to try new things without thinking they may be penalized for reaching outside their comfort zone which ultimately positively impacts student instruction.

There are a variety of reasons a teacher may leave Riesel ISD. Our goal is to decrease our turnover rate from 23% to less than 18% by the end of the 2022 school year. By giving teachers support like they never have before due to the small size of our district will help impact teacher effectiveness and student outcomes. The current District Leadership Team includes the superintendent, assistant superintendent, principals, and assistant principals and will oversee this system is put in place properly through the current biweekly meetings. The District Leadership Team will expand to include the teacher leaders which will meet with this team monthly outside the biweekly meetings.

Teacher leaders will be partnered with the less experienced teachers first knowing their level of support will be greater. The District Leadership Team will keep in mind prior relationships and the kind of support needed in order to pair teacher leaders and mentees through a survey which will occur before school starts. Teacher leaders will also sign an addendum to their contract by June 30th as another way to retain the teachers the district is investing in. Feedback will be conducted regularly and through monthly meetings. Surveys will be administered the beginning, middle and end of the year reviewing the data to make any changes in order for retention.

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="640"/>
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="0"/>
4. Total current-year program allocation	<input type="text" value="0"/>
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="0"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text" value="0"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text" value="0"/>

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



Great things are happening at Riesel ISD
www.rieselisd.org

Brandon Cope, *Superintendent*

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Re: Teacher Leadership Grant

December 7, 2020

As the principal of Foster Elementary School in Riesel, Texas, it is my pleasure to write this letter showing my support for the Teacher Leadership Project. The potential resources provided under this grant will be essential to Foster Elementary School's transformation of instructional practices, offering initiatives that support personalized learning, school culture, professional development, and extended learning opportunities for all students. The training opportunities for teachers have been limited in the past because of lack of funding. I firmly believe the students at our district deserve the very best educational opportunities we can provide them. The students deserve the same chance at a quality education as every other student in the state of Texas. The makeup of our community continues to change and the number of disadvantaged students continues to rise. This student dynamic differs greatly from past years at Foster Elementary. Due to inadequate funding in staff development, our student success on state assessments and overall academic achievement has decreased. Teachers need instructional training on ways to challenge and grow all learners along with themselves. It is the district's goal to greatly improve the number of students who are meeting state standards above the minimum state standards as well as retain high quality teachers. I have full-confidence in the district and campus leadership teams to lead the important initiative proposed within this grant application.

On behalf of Foster Elementary, I pledge my support for the implementation of this exciting initiative and thank you for the opportunity to submit our grant application.

Sincerely,

Brittini Summers

Brittini Summers
Principal at Foster Elementary School



Great things are happening at Riesel ISD
www.rieselisd.org

Brandon Cope, *Superintendent*

Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701

Re: Teacher Leadership Grant

December 7, 2020

To Whom It May Concern:

Riesel Independent School District is excited to participate in the opportunity to incorporate teacher leaders at the Riesel School. We have passionate teachers that are ready, willing, and able to share their knowledge of students and instructional practices.

This grant would provide Riesel ISD the opportunity to compensate and train teacher leaders. In turn, teacher leaders could provide support through teacher coaching and modeling effective classroom instruction. The support offered from a peer would help build morale and teacher capacity, directly impacting the retention rate of teachers in Riesel ISD.

The Riesel School fully supports the implementation of the teacher leader program and will comply with all grant requirements to positively affect the teacher, students, and community of Riesel, Texas for today, tomorrow and always. Thank you for this wonderful opportunity.

Sincerely,

A handwritten signature in black ink that reads 'Krystal Wilson'.

Krystal Wilson
Riesel High School Principal