# 2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2

**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

Texas Education Agency

NOGA ID

Authorizing legislation **ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

Applicants must submit one original copy of the application **and** two copies of the application (for a **total of three copies of the application**). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
Texas Education Agency
1701 N. Congress Avenue
Austin, TX 78701-1494

Application stamp-in date and time

RECEIVED
TEXAS EDUCATION AGENCY
2018 NOV 12 PM 3:50
DOCUMENT CONTROL CENTER
GRANTS ADMINISTRATION

Grant period from **January 1, 2019 - June 30, 2020**

[X] Pre-award costs are not permitted.

## Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

## Amendment Number

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

## Applicant Information

Organization Bridge City ISD CDN 181901 Vendor ID 74-6000412 ESC 5 DUNS 083472621

Address 1031 W. Roundbunch Rd. City Bridge City ZIP 77611 Phone 409.735.1500

Primary Contact Gina Mannino Email gina.mannino@bridgecityisd.net Phone 409.735.1520

Secondary Contact Melinda James Email melinda.james@bridgecityisd.net Phone 409.735.1530

## 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 grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- [X] Grant application, guidelines, and instructions
- [X] General Provisions and Assurances
- [X] Application-specific Provisions and Assurances
- [X] Debarment and Suspension Certification
- [X] Lobbying Certification
- [X] ESSA Provisions and Assurances requirements

Authorized Official Name Todd Lintzen Title Superintendent

Email todd.lintzen@bridgecityisd.net Phone 409.735.1500

Signature Todd Lintzen by Lyan Magnuson Date 10/29/2018

Grant Writer Name Susan Forthman Signature Susan forthman Digitally signed by Susan forthman Date: 2018.10.29 12:32:59 -05'00' Date 10/29/2018

( ) Grant writer **is** an employee of the applicant organization. (•) Grant writer is **not** an employee of tl

701-18-105-010

## Shared Services Arrangements

[X] SSAs are **not permitted** for this grant.

## Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

| Quantifiable Need | Plan for Addressing Need |
|---|---|
| Need for administrators who will remain in Bridge City ISD. The majority of applicants for administrator positions have no experience and stay in Bridge City ISD for 1-2 years until they earn experience and can be hired in larger towns/districts. | Bridge City ISD is recruiting internal candidates for the Principal Preparation Program who already make their homes and careers in Bridge City; therefore, they are more likely to remain in the community long-term. |
| Need for qualified internal applicants. For the last campus administrative position, only one candidate currently in Bridge City ISD had the credentials to apply. | The Principal Preparation Program will support current teacher leaders to engage in a master's program/residency that prepares tthem to apply and succeed in campus administrative positions. |
| Need to increase quality of applicants for campus administrative positions. Current applicants do not perform well in interviews due to lack of experience/ quality of preparation program. | The program that will be implemented in collaboration with an IHE is a high quality program that will be implemented as a true partnership/collaboration that personalizes the program to meet candidate/district needs and creates an ongoing system of support for candidates to gain authentic experience. |

## SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Based on the needs assessment conducted for this grant competition, Bridge City ISD has developed and committed to the following goal:

By the end of the 2020-20201school year, 4 current Bridge City ISD teachers will have completed a master's degree in educational leadership and all requirements for a State Board of Education Certification Principal's Certificate.

## Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Bridge City ISD will have an articulated MOU with an EPP at an IHE for participants to complete a master's degree in educational leadership and certification as a principal.

Bridge City ISD will have finalized recruitment of candidates who exemplify established criteria and entered into an MOU with candidates who commit to complete their degrees and certification within the grant period and remain in Bridge City ISD for a minimum of 4-years. Support provided for candidates from the district and the IHE will be specifically articulated.

## Measurable Progress (Cont.)

Second-Quarter Benchmark

4 principal candidates in Bridge City ISD will enroll in the partner IHE program providing a master's degree in educational leadership and a State Board of Education Principal Certification.

High performing mentors who excel in supporting their colleagues will be selected for the principal candidates. Dedicated time for mentors and candidates to meet and conduct planning/observations will be scheduled.

The IHE professors, field supervisors, mentors, and principals will have begun planning/collaborating to ensure authentic field experiences are detailed, curriculum is tailored to participant and district needs, and all support systems are in place.

Third-Quarter Benchmark

4 principal candidates from Bridge City ISD will have begun their coursework and field experiences to earn their masters and certification with defined support from the district, the IHE, mentor teachers, and administration.

Evaluation efforts will be in place to consistently monitor participant and program success and adjust the program/ participant supports as needed.

## Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The project evaluation will be defined, published, scheduled, and presented to all stakeholders before implementation of the program and will emphasize systems that provide a continuous flow of participant and Bridge City ISD/IHE team feedback systems in addition to collection and analysis of quantitative data. The primary purpose of the feedback loop will be to provide just-in-time modifications to the program and/or individual participant supports to continually improve the achievement of the program goals and objectives.

The Assistant Superintendent will serve as the project director and will monitor all program activities and associated data including program-level and participant-level data. Data, including the TEA-mandated performance measures, will be collected and analyzed in quarterly program meetings with the cabinet/principals The Assistant Superintendent will also serve as the liaison with the IHE. The support team comprised of Bridge City ISD district and campus leadership and IHE program staff will meet quarterly to review progress and program effectiveness. The IHE contact will submit data regarding participant progress quarterly.

A high priority of the evaluation efforts, in addition to ensuring participant success, will be to continuously refine the program so that it can be implemented beyond the life of the grant to create a sustainable pipeline of high-quality, internal campus administrators to fill current and future campus leadership positions. This is a shared goal for the Board and district leadership who will hold each other accountable for execution and results.

## Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

☒ 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 grant 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.

☒ 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.

☒ The applicant provides assurance to adhere to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

☒ The applicant provides assurance to adhere to all Performance Measures, as noted in the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines, and shall provide the Texas Education Agency, upon request, any performance data necessary to assess the success of the program.

☒ The applicant provides assurance that it will attend and/or present at any symposiums, meetings or webinars at the request of the Texas Education Agency.

☒ The applicant assures that the principal preparation residency is full-time and at least 1-year in length.

☒ The applicant assures that residents do not have significant classroom responsibilities.

☒ The applicant assures that residents do not hold a principal certification in the state of Texas.

☒ The applicant assures that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute in June 2019.

☒ The applicant assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ The applicant assures that Attachment 2: *Principal Preparation Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Preparation Grant Fidelity of Implementation Rubric for EPPs* will be utilized to design and implement residency.

☒ The applicant assures they will select their EPP per LEA compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to brenda.garcia@tea.texas.gov for approval.

☒ The applicant assures understanding that full grant award will not be released until TEA staff have concluded the negotiation process and verified the MOU contains all the required elements listed on page 8 of 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines.

## Statutory/Program Requirements

1. Provide a description of the targeted recruitment and selection process which utilizes demonstrated criteria, including evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. Also, provide the plan for considering the degree to which the diversity of the residents mirrors that of the student population in the recruitment and selection strategy.

Bridge City ISD Principal Residents are being recruited and selected through the following process:

1. Collaborative effort among district and campus leadership to identify the characteristics that exemplify leadership excellence and translation of these characteristics to Principal Resident criteria.
2. campus informational meetings
3. Distribution and submittal of interest forms by candidates.
4. Design of interview questions and interview evaluation rubric/key "look fors"
5. Establishment of interview committee
6. interview interested applicants and select candidates who will begin their residency in 2019-2020.
7. Follow up with candidates not selected to create growth plan to prepare them to participate in future years.

The following criteria is being used for selection of candidates:

-Demonstrated success in current position including evaluations/recommendations.
-Demonstrated leadership and technology skills.
-Expertise in curriculum and instruction, including data-informed instruction.
-GPA of at least 3.0 in undergraduate program.
-Demonstrated evidence of a commitment to continuous improvement through professional development and colleague/ supervisor observation and feedback.
-Successful participation in school activities and teacher leadership opportunities.
-Demonstrated willingness and ability to collaborate with and coach colleagues.
-Strong relationships with colleagues, supervisors, students, parents, and staff.
-Commitment to complete the master's program and certification within the time allotted by the grant.
-demographics representative of the student population.
-Strong analytical and problem-solving ability.
-Commitment to the district's vision, mission, and goals.
-Exhibits strong ethics and a growth mindset.

## Statutory/Program Requirements

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

The year-long, full-time residency for the Principal Preparation Grant participants will be planned, coordinated, and executed through a collaboration among the Bridge City ISD Superintendent, principals, the IHE/EPP, the residents, and their mentors. The Educational Leadership Program at our partner IHE is designed to heavily emphasize instructional leadership, data, collaborative teams, campus improvement, and the change process. Candidates will complete the Performance Assessment for School Leaders (PASL) tasks (and 9 Pillar Assignments) throughout three Practicums that coincide with their residency. PASL Task 1 requires students to complete at least one targeted improvement project and complete all 4 steps of the improvement cycle: data analysis, root cause analysis, plan for the solution and provide professional development on the solution selected; and implement and monitor the solution. In Practicum I candidates complete Steps 1 and 2 of the Change Cycle-Data Analysis, identification of targeted problem and root cause analysis with their campus Data Team; in Practicum II candidates complete Step 3 of the Change Cycle-Plan with their campus Data Team; and in Practicum III candidates complete Step 4 of the Change Cycle-Implementation and Monitoring with their campus Data Team. Each Practicum is paired with two content courses. In addition to the three practicum courses and two content courses, two action research courses and two instructional leadership courses support this effort. The district mentorship and the true cohort model at the IHE with a 1:10 professor to student ratio to provide individualized coaching will support residents throughout this process.

In addition to this year-long project, as full-time principal residents, the participants will actively participate in all administrative day to day responsibilities supported by coaching not only by their mentor, but by the entire Bridge City ISD administrative team. Participants will begin by shadowing campus administrators, then begin taking on the responsibilities with one-on-one support, and will then independently practice both routine and as-needed tasks with feedback and coaching. Dedicated time for reflection, planning for continuous improvement, and feedback will be a continuous loop throughout the process.

## Statutory/Program Requirements

3. Provide a description of school actions implemented in the 2016-2017 or 2017-2018 school years; or planned for the 2019-2020 school year and beyond. Refer to page 7 of the 2019-2020 Principal Preparation Grant Program, Cycle 2 Program Guidelines for a list of school actions. Check "Not Applicable" if LEA has not implemented any school actions in the 2016-2017 or 2017-2018 school years or has no plans to implement school actions in the 2019-2020 school year and beyond.

☒ Not Applicable

## Statutory/Program Requirements (Cont.)

4. Provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

Bridge City ISD teachers, in collaboration with instructional leaders, use data to inform Instructional planning, execution, and assessment which then loops back in to inform planning for the next lesson, unit, or re-teaching opportunity. Teachers are trained in the implementation of a TEKS-based curriculum which identifies standards of mastery and evidence of what mastery looks like. Dedicated time is provided for teams of teachers to plan TEKS-based lessons and assessments. Common assessments are administered. PLCs are held to analyze assessment data. Questions that are asked and answered during PLCs include:

1. What, specifically are we expecting our students to learn?
2. What is our evidence that they are learning?
3. How will we respond for those who have not learned?
4. How will we respond for for those who have already learned?

During PLCs, the team examines student work, identifies trends and outliers, pinpoints individual teachers who have demonstrated success with certain concepts as coaches and those who require coaching, and creates plans for interventions, future instruction and assessment, and student/teacher supports. Instructional leaderships coach and monitor the implementation of plans and follow up as needed to ensure results are achieved.

5. Provide a description of Observation and Feedback systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Observation and Feedback* provided in Attachment 1.

Bridge City employs a "Boots on the Ground" model where every campus and district administrator is expected to spend their time where the most important work is taking place - in the classrooms. Each district administrator is assigned a team of new teachers to support through observations and feedback throughout the school year in addition to the campus observation/feedback systems. District administrators also observe teachers to learn, provide feedback, and take action on system-wide trends.
Campus administrators conference teachers to set individual goals, conduct regular walkthroughs with predetermined "look fors, provide feedback and opportunities for teachers to reflect, then create and monitor plans for continuous improvement. Peer and district administration observation data is also used during this process. District administrators meet with campus administration to review walkthrough data compared to student achievement data and to create campus, department, and individual improvement plans.

## 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 grant.

- (●) The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this grant.
- ( ) 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 grant?

( ) 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 grant allocation _____
5. LEA reservation for direct administrative costs, not to exceed the grant'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) _____

**LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)** _____

CDN 181901 Vendor ID 74-6000412 Amendment #

## Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program: 4

Matched amount (number of principal residents participating in program x $15,000): 60,000

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

| PAYROLL COSTS (6100) | BUDGET |
|---|---|
| Salary for Full Time Principal Residents | 250,000 |
| Stipends for Mentor Principales | 4,000 |
| | |
| | |

| PROFESSIONAL AND CONTRACTED SERVICES (6200) | |
|---|---|
| Professional Development | 6,000 |
| | |
| | |

| SUPPLIES AND MATERIALS (6300) | |
|---|---|
| Supplies/Materials for Residency/Coursework | 6,000 |

| OTHER OPERATING COSTS (6400) | |
|---|---|
| Travel for PD, Meetings, and Collaboaration | 5,000 |
| Fees | 1,799 |
| | |

| | |
|---|---|
| Total Direct Costs | 272,799 |
| Indirect Costs | 7,201 |
| TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) | 280,000 |

RELAY/GSE

## Attachment 1: Leverage Leadership Readiness Assessment

| **Leading Data Driven Culture:**<br>*How would you describe your team's...* | 0 - Lacking<br>1 - Attempting<br>2 - Foundational<br>3 - Proficient<br>4 - Exemplary |
|---|---|
| a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)? | 2 |
| b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching? | 3 |
| c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs? | 3 |
| d. Use of a system for creating, implementing, and monitoring aligned lesson/curriculum materials (including "do nows", in-class independent work, and homework) that meet or exceed the rigor of the standards and end-goal assessments? | 0 |
| e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year? | 1 |
| f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans? | 0 |
| g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)? | 1 |
| h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning? | 2 |
| i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement? | 4 |
| j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show? | 2 |

RELAY/GSE

# Attachment 1: Leverage Leadership Readiness Assessment

| Leading Observation Feedback<br>*How would you describe your team's...** | 0 - Lacking<br>1 - Attempting<br>2 - Foundational<br>3 - Proficient<br>4 - Exemplary |
|---|---|
| a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers? | 3 |
| b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized? | 2 |
| c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching? | 3 |
| d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development? | 3 |
| e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice? | 2 |
| f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions? | 2 |
| g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)? | 2 |
| h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development? | 3 |
| i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements? | 2 |
| j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"? | 1 |