Texas Education Agency

NOGA ID [   ]

Authorizing legislation | ESEA of 1965, as amended by P.L. 114-95, Every Student Succeeds Act (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, October 27, 2023**.

Application stamp-in date and time

Grant period from | **February 12, 2024 - August 31, 2025**

Pre-award costs permitted from | **Pre-award costs are not allowed.**

Required Attachments

Application Part 2: Budget Workbook, Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Attachment 1: Leverage Leadership Readiness Assessment
Attachment 2: Supplemental Narrative Question Responses
Attachment 3: Educator Preparation Program's Scope and Sequence
Attachment 4: Instructional Leadership Meeting
Attachment 5: District Coaching Tool

Amendment Number

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

Applicant Information

Organization | Waxahachie ISD | CDN | 070912 | Campus | | ESC | 10 | UEI | 012478095

Address | 411 N. Gibson St. | City | Waxahachie | ZIP | 75165 | Vendor ID | 1756002723

Primary Contact | Christi Kubin | Email | ckubin@wisd.org | Phone | 972-923-4727

Secondary Contact | Dustin Binnicker | Email | dbinnicker@wisd.org | Phone | 972-923-4727

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
☒ General and application-specific Provisions and Assurances
☒ Debarment and Suspension Certification
☒ Lobbying Certification

Authorized Official Name | Christi Kubin | Title | Director of Federal Programs

Email | ckubin@wisd.org | Phone | 972-923-4727

Signature | | Date | 10.27.23

Shared Services Arrangements

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

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 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 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 assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

☒ 7. LEA assures that the principal residency is full-time and at least one year in length.

☒ 8. LEA assures that residents have no more than two hours per day of significant classroom responsibilities.

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

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

☒ 11. LEA assures that all mentor principals, district managers of the Principal Residency Grant, and EPP representatives managing resident's on- site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.

☒ 12. LEA 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.

☒ 13. LEAs and EPPs must utilize *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

Statutory/Program Assurances, cont'd.

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.

☒ 14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to kyla.jaramillo@tea.texas.gov for approval.

☒ 15. LEA assures it will choose from the list of approved EPP providers. An approved provider list **is** posted on the TEA Grant Opportunity page, with all documents pertaining to the RFA.

☒ 16. If preliminarily selected for award, LEA agrees that the full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements, including the following: a) Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses differentiated methods to develop leader competencies.

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.

Waxahachie ISD is working to develop a strong pipeline of educational leaders, but it is challenging to find candidates with expertise in instructional leadership versus the traditional management philosophy of the past. New administrators are often well versed in the theory of education and receive some exposer during the traditional internship, but it does not provide candidates with the extensive training that typically only time affords. Therefore, it is imperative we are allowed to grow staff that have a proven record of educational success in the classroom. Participating in this program gives staff an incredible opportunity to be 100% focused on seeing the campus through the eyes of an administrator and becoming immersed in on-the-job training. This grant will enable the district to identify and mentor current district educators who have demonstrated leadership potential, immerse them in daily campus leadership functions, and provide opportunities for district principals to see the residents in action to make more informed hiring decisions. Further, it will empower these resident administrators to utlize their expertise and support campus principals thus strengthening the team and supporting student learning. This grant will allow our district to address the challenge of building instructional leadership capacity in three ways: 1. Practical understanding of the role of the campus administrator - the district has implemented teacher leader cohorts to grow teachers in their leadership capacity and understanding of instructinoal leadership and curriculum development. However, it is challenging for teachers to obtain the practical hands-on experience that a year long internship would offer while also meeting the demands of classroom responsibilities. This grant woud enable the district to develop future campus administrators that meet the needs of the district. 2. Develop instructional leadership expertise - though education has been shifting the role of campus principal fron that of manager to one of an instructional and transformational leader, applicants often lack the instructional depth needed to support our changing educational landscape and accountability. The district is currently engaged in the implementation of the lesson internalization process and utilization of HQIM materials in alignment with research-based instructional strategies. It will be crucial for the sustainability of this work to have a deep talent pool of instrucational leaders that can pick up the mantle when there is an administrator change and continue making gains for students. As our district is experiencing huge growth, we also need knowledgeable school administrators that are equipped with the skills to identify effective teaching practices and are able to productively coach teachers to engage in proven practices for optimum student engagement and achievement. Having these teachers work alongside our principals to gleen knowledge of high impact PLC processes, interpret data, and be engage in the daily responsibilities of campus leaders will build capacity, and ultimately, support student success. 3. Becoming systems thinkers - the district currently has three campuses that have been identified as needing targeted or comprehensive support with two or three more likely to be added once accountibility is released. The district needs to develop dynamic problem, solvers and systems thinkers that can marry district balanced scorecard goals with speciific campus and teacher needs for the overarching goal of increasing student achievement and growth. Overall, this grant will enable our district to identify, support and grow internal candidates who demonstrate the interpersonal skills and leadership aptitudes that align with the district's focus on provding high quality instruction based on data and rooted in research based strategies with a laser focus on student growth.

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 Leverage Leadership Readiness Assessment reveals that there are several areas for targeted improvement. In the area of data driven culture, the follow-through process of teachers evaluating the impact of reteach lessons on student achievement is very weak. In the area of leading observation feedback, five areas were either lacking or simply attempting. Those are: using a weekly observation schedule to meet with teachers post walk-through for coaching, a common system for delivering feedback to teachers, teacher practice and planning during feedback sessions, the ability to consistenly identify high leverage trends across observations and use that information to develop professional learning and provide real-time feedback. Goals include a redesign of current leadership practices and systems for providing frequent and specific feedback to improve classroom instruction, prepare administrators to lead teachers through a reflective process of reteaching lessons and evaluating effectiveness, increase administrative knowledge of instructional differentiation strategies to support students receiving special education services and/or students identified as gifted and talented, and intentional recruitment of a diverse group of principal candidates. Residents will consistenly meet with the district leadership team to develop understanding of components that should be driving campus instructional decisions including a deep dive into data driven practices and differentiation. Training will focus on best practices and designing campus systems that improve frequency and qualifty of feedback ad include time for these leadership teams to grow. Residents will also participate in the PLC Coaching Academy, attend monthly coaching sessions with the curriculum team and learn how to implement high impact PLCs on campus. Administrators and principal residents will create a schedule for instructional walks and provide teacher feedback. Walks will be used to calibrate instructional best practices.

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.

Residents will conduct six case studies during their residency in the areas of: PLC, teacher 1, teacher 2, ELs, Sp. Ed., and 504. Each case study will include the following components: reviewing existing data, identifying the problem, creating a SMART goal, collecting data, teacher coaching, interventions, monitoring progress regarding SMART goal, determination of needed adjustments, evaluation of effectiveness, final evaluation of goal utilizing data, and a concluding summary(explanation of difficulty, turning point, celebration, and person reflection). These activites will be used to provide residents with relevant and practical experiences related to principalship.
Each quarter, the grant committee will meet and evaluate the progress of participants based on progress reports, logs of administrative activities, and mentor feedback. In the event program participants fail to meet program establish benchmarks, the committee will evaluate and identify the current programming and initiate interventions with the goal of ensuring the overall success of the Principal Residency Program. Examples of potential modifications include establising program recovery plans for participant, tutoring for university coursework, and additional coaching support from district leadership. The mentor principal will communiate needed changes or words of affirmation to the residents to aid in goal setting as part of the continuous improvement process. Notes from weekly meetings, resident surveys, post-residency placement information including demographics, and program completion rates will also be utilized to evaluate the success of the program. Residents will meet weekly with mentors and progress will be discussed. Site visits will be conduced by the EPP field supervisor and adjustmens will be made based on each resident's individual needs. The committee will use the input, activities, and output model to identify root causes, design interventions for residents, and modify the program to provide a quality residency program for principal residents and ensure program sustainability for the duration of the grant cycle. Resident's videos and field observation data of pre/post/goal conferences will be viewed by mentors and evaulated to determine effectiveness. This part of the professional video coaching process which results in feedback to residents and a collaborative goal setting conference.

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.

Funds from the Principal Residency Grant will anable our district to engage in building capacity of our staff as we provide an enriched, job-embedded experience. The district will use grant funds combined with local funds to cover resident salaries, field supervisor fees, reimbursement of tuition costs, books and exam fees as well as professional development course costs and stipends for mentor principals. Additionally, the district has allocated funds for residents to have access to an online video coaching program, and the district has available a scholarship opportunity for those that may need to apply for additional funding for courses towards their degree. This is an area tha we would like to expand in the future both in the quantity of scholarships available and the dollar amoung of financial awards. The district will also use other grant funds for residents to have access to a video coaching platform for professional growth and reflection practices and to be trained as both a teacher and a member of the campus guiding coalition to lead staff in the importance of the work of Professional Learning Communities.

Program Requirements

1. The LEA must 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. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

Waxachie ISD will work in collaboration with the curriculum department and Human Resources to develop a systematic approach to identify potential candidates. The grant committee will work with the district's communications department and use the adopted communication platform to alert the staff of this opportunity. Upon receiving applications, the review committee will review the applicant's past STAAR scores and/or acheivement data, MAP data, scores from candidates annual evaluations and response to observations and feedback, professional development engagement, ongoing professional growth, school/district committee memberships, community involvement, and evidence of leadership both on campus and at the district level. The committee will also seek letters of recommendation from current campus staff, the candidate's peers, district administrators, and the selections commitee will research the candidates digital presence of social media. As WISD students continue to suffer from the effects of the pandemic, candidates, with evidence of strong academic achievement will be the focus. Additionally, we will continue to seek candidates that reflect our student demographics. Next, the district will hold an informational meeting promoting the program and reviewing its benefits for both the candidate and the district. Applications will be taken that include an essay section where candidates will give examples of how they demonstrate their problwm-solving and decision making skill. Finally, using a rubric, the committee will review the applications, and other data listed above, to select the most qualified candidates for an oral interview where the committee will go more in depth into the candidate's knowledge, beliefs, and core values of education.

2. Provide a description of the year-long, full-time residency that includes the following opportunities for the resident: a) sustained and rigorous clinical learning in an authentic school setting; b) substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; c) the skills needed to establish and support effective and continuous professional development with assigned teaching staff; d) the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture, e) how the district and EPP will support the candidate's gradual release of responsibility, and f) provide frequent short cycle coaching related to intentionally designed learning experiences.

Residents will not have any teaching responsibilities and will be strategically assigned to one of the campuses identified by TEA as needing targeted/comprehensive support. Each principal resident will be paired with an experienced and effective district administrator/principal mentor. Participants and mentors will attend the TEA Principal Residency Summer Institute. In additionl, campus principals will attend a district provided training as to the specifics of this grant program and ways to support resident administrators. The residency will begin July 1, 2024 and residents will be involved in all aspects of planning for the start of the school year. They will observe and participate in activities including hiring, scheduling, budgeting, staff development and student logistics. All campus staff members will be briefed on the program and the role of the resident. Residents will work daily with campus administrators to develop skills including but not limited to: serving on various committies and teams, effectively leding PLCs, interpreting data and use it to drive action steps, conducting instructional walks-throughs, appraising teachers with the T-TESS system, identifying areas of need for campus professional learning and partnering with district instructional support staff to develop and facilitate effective professional learning resulting in sustained change, assist in administering state assessments, budgeting, and parental engagement. Additionally, residents will receive professional learning and certification in areas including T-TESS, T-PESS, AEL, GT, ESL, district policies and procedures, safety and security, and instructional leasdership. WISD is continuing to invest in extensive training regarding the implementation of high quality professional learning communities that will include principal coaching experts. Both campus leadership and residents will be an active part of this change initiative.

Program Requirements (Cont.)

3. The LEA must 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.

Waxahachie ISD employs data-driven instruction systems at a campus level. NWEA MAP Growth is administered three times a year and the data will be used to identify the needs of individual students. MAP Skills and Reading Fluency are also employed to obtain a better picture of a student's learning trajectory in efforts to close gaps or accelerate student learning based on individual need. STAAR test results provide information related to student learning and readiness for the next grade level. WISD utilizes STAAR test results to confirm students are receiving the best support systems resulting in academic success. Student Progress Measures are being implemented each six weeks. These assessments are developed cooperatively by teachers and district curriculum specialists based on the district instructional pacing guide. These measures provide data used to assess the achievement level of students and develop action plans to support students who are not meeting expectations.
Targeted Improvement Plans have been developed for all campuses that are identified as targeted support, additional targeted support or comprehensive. These plan require campuses to set specific improvement goals in areas of underachievement. The aforementioned assessments are utilized to evaluate progress towards meeting these goals. Eduphoria is used by teachers and campus administrators as well as Lead4Ward training and resources to support PLC conversations regarding student achievement.

4. The LEA must 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.

Currently, the district houses all observation forms in Eduphoria, but we began using Kick-Up this year to have a more comprehensive tool for feedback. Principal access walk-through forms, complete them during observations, and then electronically submit them to teachers for previewing. We use the T-TESS apparisal system and implement the pre-conference, observation, post-conference model. T-TESS does separate students and teachers into different observational areas. This observation and feedback system captures the aggregate of the educational process. T-TESS provides educators with a continual stream feedback and data to support continous improvement. If a principal needs assistance in determining instructional needs, they can contact the content curriculum coodinators for their expertise. We have purchased the books Leverage Leadership and Get Better Faster and plan to use these as another tool for providing targeted and specific feedback. WISD holds monthly Principal Focus Meetings where data is discussed, trends are identified, and action plans are created for campus implementation.

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program beyond the 2024-25 school year.

As an incentive to keep and train our future campus leaders, the district administration strongly supports the participation of the Principal Residency Program. In order to help support the program's sustainability, the district works in conjunction with its business office and the local Education Foundation to offer scholarships for potential residents with the goal of increasing interest in the program. Additionally, in the event the district has open full-time positions due to teacher attrition, these positions could possibly be allocated to resident positions.

6. The LEA must provide a clear description of a current or proposed communication system between the EPP team and key district personnel.

The curriculum department(Teaching, Learning and Innovation) staff along with the Director of Humand Resources will work closely with the EPP to support the principal residents and mentor principals. EPP Field Supervisors will meet with mentor principals to review the performance of the resident, celebrating strengths and determining a plan for areas of growth. Forms of communication may include conferences, virtual meetings, and emails. Regular check-ins between resident, university and LEA will be held to discuss progress. Beginning, middle and end of year meetings with the EPP team and key district players will discuss expectations, progress and areas of improvement of the university, LEA, mentor and resident. Principal residents will be evaluated with the T-PESS appraisal system. The grant committee will also meet with the EPP via email and/or virtually to share important information necessary to meet the grant requirements. All district person involved in the grant, whether it be the grant committee, the resident or the campus principal, will be made aware they have access to the EPP Field Supervisor at all times for open communication and support.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- ⊙ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ○ Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

⊙ Yes ○ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.
Are any private nonprofit schools participating in the program?

○ Yes ⊙ No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- ☐ The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- ☐ The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year program allocation

5. LEA reservation for direct administrative costs, not to exceed the program's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

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

CDN 070912   Vendor ID 1756002723   Amendment #

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**