



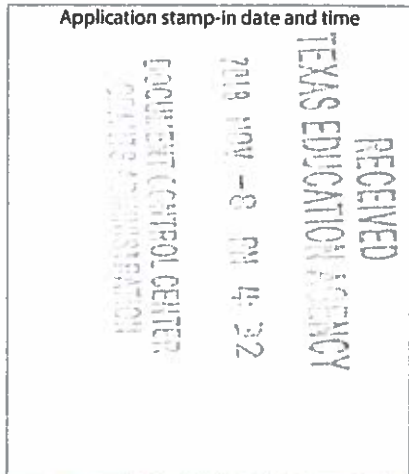
2019-2020 PRINCIPAL PREPARATION GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

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



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

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 CDN Vendor ID ESC DUNS
 Address City ZIP Phone
 Primary Contact Email Phone
 Secondary Contact Email Phone

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature  Date

Grant Writer Name Signature  Date

Grant writer is an employee of the applicant organization. Grant writer is not an employee of the applicant organization.

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
Aldine ISD hired 26 new principals and 73 new assistant principals over the last three years. There is a need to grow our own principal leaders within the district.	Aldine ISD's new Strategic Plan that will roll out in January indicates the Core Belief that "highly effective teachers and leaders relentlessly pursue positive educational outcomes for students". We will build our candidate pool through the continued development of this leadership cohort.
Aldine ISD had a 14% teacher turnover rate for the 2017-2018 school year. There is a need to retain highly effective teachers. The Principal Preparation Grant will assist in identifying these teachers for future leadership.	Through the strategic planning process, new district goals were identified. One new one states: "Recruit, develop and retain highly effective teachers and leaders." This is also aligned with the ESSA, Title II, Part A priority. Aldine ISD will grow and retain highly effective teachers into future principal leaders.
The ethnic breakdown of new leaders in Aldine ISD does not mirror the student population. (Leaders: 50% Black, White 26%, Hispanic 23%) (Students: 24% Black, White 2%, Hispanic 74%)	There is a need to include demographic and language parameters in the Principal Preparation Internship.

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.

Aldine ISD will increase the number of highly effective leaders in the assistant principal and principal pools by selecting 10 leader residents who reflect the demographic diversity of the district to participate in a cohort-based, principal residency program for the purpose of developing their leadership skills as well as obtaining principal certification from an approved EPP. Success will be measured by course completion and performance, principal-standards survey results, field-supervisor and Aldine ISD principal mentor observations and mastery of the Texas Principal Standards.

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

1. Coursework: Each resident will maintain a 3.0 GPA (4.0 scale), including courses with internship
2. Survey: Utilizing the Principal Standards Survey, each resident will self-reflect on each component with an average score of 3 on a 5 point scale.
3. Observation: Each resident will be observed each quarter by a field supervisor and the principal mentor
4. Campus Initiative: Each resident will select a major campus initiative and document the goals and strategies for campus improvement in the Plan4Learning tool each quarter.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

1. Coursework: Each resident will maintain a 3.0 GPA (4.0 scale), including courses with internship
2. Survey: Utilizing the Principal Standards Survey, each resident will self-reflect on each component with an average score of 3.5 on a 5 point scale.
3. Observation: Each resident will be observed each quarter by a field supervisor and the principal mentor
4. Campus Initiative: Each resident will select a major campus initiative and document the goals and strategies for campus improvement in the Plan4Learning tool each quarter.

Third-Quarter Benchmark

1. Coursework: Each resident will maintain a 3.0 GPA (4.0 scale), including courses with internship
2. Survey: Utilizing the Principal Standards Survey, each resident will self-reflect on each component with an average score of 4 on a 5 point scale.
3. Observation: Each resident will be observed each quarter by a field supervisor and the principal mentor
4. Campus Initiative: Each resident will select a major campus initiative and document the goals and strategies for campus improvement in the Plan4Learning tool each quarter.

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 encompass several data points to determine progress toward meeting the SMART Goal of the grant, which is to identify strong, principal candidates from the Aldine district, partner with an effective EPP, which will provide training focused on best practices in campus leadership. With this goal in mind, the following five data points will be collected to gauge progress in meeting the success factors to achieve the desired outcomes:

- (1) The selected principal residents will maintain a GPA of 3.0 or higher on coursework (on a 4.0 scale).
- (2) The resident will consistently attend class and activities related to the completion of coursework.
- (3) The Principal Practicum, which focuses on mastering the competencies of the Principal Framework, will provide observation data regarding the progress of the resident. A rubric will be used to determine the degree to which the resident has mastered the competencies.
- (4) The residents will also be required to meet the quarterly benchmarks, set forth by grant, to ensure they are mastering the course content.
- (5) Feedback from the principal mentor and university supervisor will be aligned with the Principal Standards Survey.
- (6) Principal residents will complete a survey on their perception of the effectiveness of the Principal Preparation Program to help determine if programmatic changes are needed.
- (7) Pass the principal certification test (TExES Principal 268) and receive their certification
- (8) Conduct an independent evaluation of the Principal Preparation Grant in Aldine ISD

Data will be gathered to determine post residency of all principal residents, residency completion rates, residency certification results, and program evaluation to systematically assess the effectiveness of the activities and outcomes of the program to improve program effectiveness and inform future decisions and program development. If it is determined, through analyzing the gathered data, that changes need to be made to the program, Aldine ISD and the EPP will collaborate to make modifications. These modifications will ensure the purpose of the grant is carried out by identifying, establishing, and supporting principal residents with authentic campus-based leadership experiences throughout their resident year.

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.

Strong, diverse principal candidates will be selected using a systematic, informed, and targeted recruitment and selection process. This process will utilize a variety of data points to determine entrance into the Principal Certification Program at the selected EPP. Residents seeking admissions must submit and participate in the following:

1. Official transcript from the master's degree granting institution with a GPA of 3.0
2. Copy of valid Teacher Certificate
3. Successful record of student achievement
4. Teacher evaluations- respond positively to administrator observation and feedback
5. Interpersonal leadership skills including digital presence (social media, e-mail, etc.)
6. Interview to include a scenario-based, in-basket activity to assess the problem-solving competencies of the applicant. Interview members will consist of district and campus administration and reflect all school levels (EC/PK/K, Elementary, Middle, High School)
7. Two letters of recommendation (one from the principal and one from the assistant principal)
8. Professional statement
9. Current resume

Aldine ISD, in conjunction with the EPP, will determine the 10 principal residents ensuring the diversity of the candidates mirrors that of the student population.

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 Aldine ISD Principal Residency Program will provide interns with campus-based, authentic leadership experiences through a partnership with a university principal preparation program. The residents will be chosen from a strong instructional pool of classroom teachers, skills specialists, department chairs, and other teacher leadership roles. During the grant initiative, the principal resident will participate collaboratively in continuous professional development to improve instructional leadership practice, school culture, effective planning, and data-driven instruction.

Course Instructors

In collaboration with Aldine ISD, the university partner will provide research-based coursework aligned to the Texas Principal Standards and the new TExES Principal (268) certification test. Assignments and projects will connect the research and Texas standards to the evolving role of the principal as instructional leader.

Mentor Principal:

Each principal resident is provided on-campus coaching, feedback and mentoring by an experienced, certified mentor principal. The mentor principal will work collaboratively with the university course professors to ensure residents gain knowledge and experiences aligned to the Texas Principal Standards. The mentor principal will attend the grant's Summer Institute to gain an understanding of the expectations for the internship, develop a plan to provide authentic leadership experiences to the resident, and align the university coursework to these new learning experiences.

Along with learning the state level standards, residents will obtain district specific expectations for local policies, procedures, and practices from the mentor principal. Residents will shadow mentor principals, participate in school and district level meetings and PLC's, and reflect on their own practices that impact school culture and improve student outcomes. Principal residents will be invited to district level principal meetings, attend professional development, and participate in parent meetings.

The principal residents will actively engage with the mentor principal through varied experiences that will allow them to be responsible for supporting a particular campus initiative or resolve a significant challenge. Residents, alongside the principal mentors, will also observe teacher practice in a non-evaluative role and lead planning meetings focused on student level data in specific grade levels and content areas.

Field Supervisor

Each resident will be assigned a field supervisor who will provide an additional layer of coaching, feedback, and mentoring. The field supervisor will meet with each resident at least two times each semester and complete a minimum of two evaluations for the year. The evaluations will be aligned to the Texas Principal Standards and will include a pre-conference to identify the specific standard to be observed, an observation of a specific leadership activity and a post-conference. The field supervisor will also provide feedback during the mid-point of the year-long residency on the resident's chosen campus initiative including a review of action items, progress towards goal, and possible opportunities for greater impact.

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.

Data-Driven Instruction systems currently implemented at campus level and complete the rubric:

Aldine ISD principals conduct data conversations quarterly with teachers and specialists. The purpose of these meetings is to analyze district common assessment data, universal screening and running record information, and other factors such as student attendance and discipline. The goal of these data meetings is to determine if interventions provided to students were effective and the root cause behind a lack of student progress. Principals, assistant principals and specialists utilize a cyclical process of creating aligned and rigorous formative assessments, analyzing the results, determining action steps based on the results, and creating the systems and culture for continuous improvement. Every campus leader has developed a scorecard tool for monitoring various data points that drills down to the student level. High-quality assessments are designed and reviewed at the district level ensuring a tight alignment to state standards. School Assistant Superintendents also conduct data meetings with school leadership teams to ensure calibration in the analysis of data and that schools in need are receiving specialized and differentiated supports. For schools under state or federal sanctions, specific leadership sessions are offered to build a strong, data-driven foundation for school transformation. Aldine ISD school and district leaders, in collaboration with the ESC 4, have engaged in professional development focused on building a data-driven culture at every campus. This is an on-going process that focuses on effective data analysis and the selection of protocols that will drive instruction and student success.

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.

Aldine Independent School District implements a teacher evaluation system, named Invest, to significantly improve the quality of instruction in its classrooms. Research indicates that some teachers are dramatically more effective than others and that this difference is among the most important schooling factor affecting student learning. Based on this research, Invest relies on Charlotte Danielson's Framework for Teaching and student growth measures to differentiate teacher performance and maximize teacher professional growth.

Beginning in 2018-2019, elementary School Assistant Superintendents are engaging in "Learning Walks" which provide school leaders the opportunity to collaborate, define and identify best practices, and calibrate expectations. These learning walks have yielded valuable qualitative information that has been collected and analyzed. Based on this data, cohorts of campuses will be provided differentiated professional development and support based on their teaching and learning needs.

Also beginning in the 2018-2019 school year, four Improvement Required (IR), Not Rated campuses were selected to pilot "Action Coaching" through the Education Service Center (ESC 4). This series of trainings and coaching sessions utilizes the coaching framework from Get Better Faster and will focus on a cohort of leaders who will be coaching other teachers. It includes 3 days of face-to-face professional development and embeds time during the training to practice the newly acquired skills and plan for implementation. Differentiated support will be provided during each cycle and supporting activities include campus norming walks, modeling, and/or feedback on the following: feedback meetings, implementation plans, professional development plans, and scripts for feedback meetings.

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	<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 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	66,919
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	66,919
4. Total current-year grant allocation	698,197
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	25,197
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	673,000
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	10
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	0

Request for Grant Funds

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program
 Matched amount (number of principal residents participating in program x \$15,000)

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

Stipend for Principal mentors stipend (10 X \$1,000)	10,000
Salary and benefits for Principal Prep Interns (10 X \$55,000)	550,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Tuition for Principal Prep Interns (10 X \$8,000)	80,000
EPP	5,000
Independent Evaluation	8,000

SUPPLIES AND MATERIALS (6300)

Textbooks (10 X \$1,000)	10,000
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OTHER OPERATING COSTS (6400)

Travel to summer conference for Principal Mentors/Admin	10,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

<p>Leading Data Driven Culture: <i>How would you describe your team's...</i></p>	
<p>a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?</p>	<p>3</p>
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	<p>1</p>
<p>c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?</p>	<p>2</p>
<p>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?</p>	<p>1</p>
<p>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?</p>	<p>1</p>
<p>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?</p>	<p>1</p>
<p>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)?</p>	<p>2</p>
<p>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?</p>	<p>2</p>
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	<p>1</p>
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	<p>2</p>

<p>Leading Observation Feedback <i>How would you describe your team's...*</i></p>	<p>0 - Lacking 1 - Assumpting 2 - Foundational 3 - Proficient 4 - Exemplary</p>
<p>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?</p>	<p>3</p>
<p>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?</p>	<p>3</p>
<p>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?</p>	<p>2</p>
<p>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?</p>	<p>2</p>
<p>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?</p>	<p>2</p>
<p>f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?</p>	<p>2</p>
<p>g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?</p>	<p>2</p>
<p>h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?</p>	<p>2</p>
<p>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?</p>	<p>2</p>
<p>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"?</p>	<p>2</p>