TEA — Texas Education Agency

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

NOGA ID [blank]

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

[X] Pre-award costs are not permitted.

Application stamp-in date and time:
RECEIVED TEXAS EDUCATION AGENCY — 2018 NOV 12 PH 3: 50 — DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION

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): [blank]

Applicant Information

Field	Value
Organization	San Antonio ISD (SAISD)
CDN	015907
Vendor ID	[blank]
ESC	20
DUNS	069451631
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City	San Antonio
ZIP	78210
Phone	210-554-2280
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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

Field	Value
Authorized Official Name	Dr. Matthew Weber
Title	Deputy Superintendent
Email	mweber1@saisd.net
Phone	210-554-2240
Signature	*Matthew J. Weber*
Date	11-7-18
Grant Writer Name	Hannah Sullivan
Signature	*hannah sullivan* Digitally signed by SULLIVAN, HANNAH MARIE
Date	11/07/2018

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

701-18-105-011

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
Over the past 3 SY, SAISD had a 16% principal turnover rate and a 11% assistant/associate principal (AP) turnover rate. Two of 14 campuses losing a principal last SY also lost one in SY 16-17. Six of 16 campuses losing an AP last SY lost another in SY 15-16 or 18-19.	SAISD and Trinity University's Principal Preparation Program will create a pipeline of dynamic, diverse, and urban-ready principal candidates who can thrive in SAISD's urban-setting and high economically disadvantaged student composition.
SAISD students are 51% male and 49% female. SAISD principals are 25% male and 75% female which does not mirror the student population.	SAISD and Trinity University's Principal Preparation Program's recruitment and selection process will target underrepresented populations in principal and AP roles.
SAISD students are 90.4% Hispanic. However, SAISD principals are 64% Hispanic and SAISD APs are 27% Hispanic. Further, SAISD's 2018 principal candidate pool was 53% Hispanic and 33% White.	SAISD and Trinity University's principal preparation programming offers culturally sensitive coursework that better prepares principals for leading an urban, low-income school district while providing increased diversity which to more closely mirror student demographics by targeting underrepresented populations.

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.

SAISD and Trinity University will work to identify, select, and prepare ten (10) principal residents through a targeted, competitive selection process to earn both a principal certification and a Master's degree. This project will build upon a long-standing program between the District and Trinity University. Principal residents completing this program commit to serving SAISD for four years within a six-year window following graduation. The goal of the project is to have 100% of the 10 principal residents to complete relevant coursework and obtain a principal certification by June 30, 2020. Additionally, 100% of the principal residents will complete a digital mastery portfolio and 100% of the residents will document a minimum of 400 hours in their clinical practicum on or before June 30, 2020.

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

First Quarter: January 1, 2019 to July 31, 2019

1.1. Identify highly-qualified and diverse principal resident candidates within SAISD
1.2. Record number and demographics of principal resident candidates
1.3. Conduct simulation experience for principal resident candidates and record performance data
1.4. Select 10 principal residents to apply to Trinity University's graduate program
1.5. Record principal residents' graduate application, transcripts, standardized test scores, and demographic information
1.6. Enroll principal residents into First Summer Session courses and mini-leadership internship

Measurable Progress (Cont.)

Second-Quarter Benchmark

Second Quarter: August 1, 2019 to November 30, 2019

2.1. Enroll principal residents in Fall Session courses and begin documenting clinical practice experience for digital portfolio
2.2. Place 10 principal residents at SAISD campuses & assign leadership coaches for weekly meetings with mentor principals
2.3. Create a clinical practice plan for principal residents that also serve the specific needs of the campus
2.4. Evaluate principal residents dispositions and communicate any concerns to leadership coaches for improvements
2.5. Prepare principal residents for TExES principal certification exams and review/calibrate residents' instructional feedback
2.6. Evaluate principal residents' progress towards mastery of state principal standards and T-PESS domains
2.7. Evaluate residents' clinical practice plan progress in mid-year conferences with leadership coach and mentor principal

Third-Quarter Benchmark

Third Quarter: December 1, 2019 to March 31, 2020; Fourth Quarter: April 1, 2020 to June 30, 2020

3.1. Evaluate residents' clinical practice plan progress in end-of-year conferences with leadership coach & mentor principal
3.2. Enroll principal residents in Spring Session courses and continue documenting clinical practice experience for portfolio
3.3. Continue weekly leadership coaching as well as review and calibration of residents' instructional feedback to teachers
3.4. Continue preparation and begin testing principal residents for TExES principal certification exams
3.5. Evaluate principal residents' continued progress towards mastery of state principal standards and T-PESS domains
3.6. Evaluate principal residents' progress in the completion of all internship requirements, internship logs, and digital
mastery portfolio required for program completion and graduation to be completed by the Second Summer Session.

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.

There are multiple assessments points in the Tomorrow's Leaders: Master's of Education in School Leadership program to ensure that principal residents are progressing towards mastery on all State standards and sub-standards for principal preparation. Since the program is a cohort-based model, all principal residents complete the same course of study and adhere to the expectations of strong coursework performance and strong clinical practice (practicum) performance.

Benchmarks to be used in the first quarter focus on the recruitment process and measuring progress towards goals and objectives including but not limited to: identification and selection process progress; number of applicants for principal residency within SAISD, principal resident candidate selections; principal resident candidate simulation experience performance notes; and principal residents' campus placements. Benchmarks to be used in the following quarters include but are not limited to: grades from coursework; progress on the clinical practice/internship plan with requirements outlined in syllabus; mid and end of year conferences with principal resident, leadership coach, and campus principal; regular performance check-ins between campus principals and leadership coaches; and other documentation or principal resident counseling.

The Tomorrow's Leaders Program will utilize Developmental Evaluation (DE) to meet the diverse needs among principal residents within a complex, changing environment such as the authentic school setting. Grounded in systems thinking and innovation, DE allows an evaluative approach that facilitates real-time or close to real-time feedback to program staff to maintain a continuous development loop. A well-executed DE will effectively balance: accountability with learning; rigor with flexibility and timely information; reflection and dialogue with decision-making and action; and the need for a fixed program plan with the need for responsiveness, customization, and flexibility. Further, DE strives to balance expectations about which parties are expected to adapt and change based on the information collected.

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.

Top teaching candidates with SAISD will be targeted among the current talent pool, nominated by SAISD, and encouraged to apply for Trinity University's "Tomorrow's Leaders Program." The District prospective talent pool for this program consists of Master Teachers, instructional coaches, central office staff, Teach For America participants, and City Year participants. The Tomorrow's Leaders program utilizes a three step selection process to screen candidates for the principal residency program based on a written application, prior academic performance, and recommendations regarding their leadership. Potential SAISD principal residents will follow the District's application process to apply for special, designated Trinity Administrative Internship position in the District that will serve as the internship for the principal preparation program.

After initial screening, the District will nominate potential residents to participate in a two-round selection process, one involving a phone interview and another featuring an interactive leadership simulation experience. The simulation experience is conducted over a full-day and presents numerous simulated scenarios to evaluate a candidate's strength of performance. Principal resident candidates completing the simulation experience are required to participate in individual and group-based activities of problem-solving and collaborative work. During the simulation, a team of evaluators will observe and assess each candidate's dispositional skills for leadership work as well as their leadership skills that map to the candidate profile for the program. The team of evaluators comprised of experienced educators and business leaders will utilize validated simulation experiences that align with the competency framework of the program objectives.

Those candidate residents who perform well are co-selected by Trinity University and SAISD who are then invited to formally invited to apply for the program. After a potential principal resident is selected to apply for the program, candidates complete Trinity University's online graduate school application, transcripts, and either current GRE or Miller Analogies Test (MAT) scores. Candidates not selected for the program but who show promise in their leadership skills will be encouraged to participate in development activities through Trinity's Center for Educational Leadership and other in-District professional development opportunities to amplify their strengths and address any weaknesses in preparation for application again in future years. All principal resident candidates progressing to the final round of the leadership assessment process will receive one-on-one feedback as to their areas of strength and growth opportunities, regardless of whether they are selected to participate in the final round of selection. Thus, SAISD retains those interested, nearly-qualified applicants in its talent pool for application in subsequent cohorts of the Tomorrow's Leaders program.

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.

SAISD principal residents will become transformational school leaders through Trinity University's innovative and intensive 14-month preparation program: Tomorrow's Leaders. Candidates chosen in a highly selective admissions process will earn a Principal As Instructional Leader certificate, a Master of Education in School Leadership degree, and the preparation necessary to effectively take on the challenges of urban school leadership. SAISD principal residents completing the preparation program commit to serving as educational leaders in SAISD for 4 years within a 6-year period following graduation.

The preparation of high performing school leaders involves an ongoing developmental process that equips them with the knowledge, skills, and dispositions necessary for instructional leadership within the challenging and changing context of SAISD's schools. Drawing from national research on effective school leadership, Tomorrow's Leaders has identified a set of drivers or levers for school transformation that will form the competency framework for the program's foundation. The focus of this principal preparation program are driven by 5 competency areas that guide coursework and assessment including: (1) Pursuing Excellence in Learning and Teaching; (2) Creating a Culture of High Expectations; (3) Developing Effective Operations, Systems Development, and Management; (4) Fostering a Commitment to Human Capital Development; and (5) Engaging in Continuous Personal Growth in Leadership. Principal residents will benefit from a small cohort experience with a select group of top teacher leaders from across the areas to engage in meaningful coursework facilitated by top scholars and practitioners in education, both locally and nationally. Residents develop an understanding of the campus principal role regarding: instructional leadership, management of personnel and operations, student achievement, and school culture to be able to assist in the overall administration of campus instructional program and school operations. Further, residents will assist in the development, management, and evaluation of instructional programs and district initiatives as well as conduct non-evaluative classroom observations and provide support to teachers to improve instruction. Principal graduates receive membership in a nationally-accredited principal preparation program as well as ongoing induction support that extends their learning as they assume leadership roles in the community.

During the first summer session, principal residents take nine hours of coursework and participate in a mini-leadership internship with a local business or industry to look at vision, mission, and talent management. In the first summer session, principal residents complete coursework on: "Educational Leadership," "Leadership in Elementary and Secondary Schools," and "Research, Assessment, and Data-Driven Decision-Making."

During the school year, principal residents complete their internship in an authentic school setting and receive leadership coaching on-site at their assigned school. Principal residents and their campus leadership teams are provided weekly leadership coaching to maximize the leadership learning experience. As a program requirement, candidates are released full-time from their teaching assignments to participate in an extended residency experience to secure hands-on leadership experience. Rather than traditional field supervision, each principal resident is assigned a leadership coach for the year-long clinical practice experience. Leadership coaches meet weekly with their residents for at least one-hour, on-site in the resident's school setting as well as an initial meeting with the campus principal to create a clinical practice plan for the year. This plan will fulfill all of the program requirements and Texas Principal Standards while serving the specific needs of the school in a customized way so that the principal resident adds true value within the school during their residency. Hours of service for the clinical experience are documented on a digital log that is a part of the resident's digital portfolio, providing written descriptions in a claim and evidence format for each artifact uploaded. Residents are expected to document a minimum of 400 hours in their clinical practice experience. In the fall and spring sessions, principal residents complete the following coursework: "School Management and Finance," "Instructional and Curricular Leadership," "Clinical Practice - Internship [Fall]," "Systems Design and Implementation," "Community Building and Civic Engagement," and "Clinical Practice - Internship [Spring]." In their final summer session, principal residents complete coursework including "EC-6 Curriculum & Instruction Leadership" and "School Law and Policy Analysis." Over the course of their fellowship program, principal residents develop targeted, professional digital portfolios based upon specified school-based learning initiatives that directly link to the demonstration of state and national standards.

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

In SY 2017-18, SAISD launched its Office of Innovation (OI) whose purpose is to increase student achievement in SAISD by empowering educators to create high-quality learning opportunities. The OI consists of three divisions: the Office of Access & Enrollment Services, the Office of School Design & Charter Partnerships, and the Innovation Zone (I-Zone). The OI is lead by a full-time Chief Innovation Officer, Mohammed Choudhury, who is responsible for incubating and scaling school design and turnaround initiatives to accelerate student achievement and the number of high-quality offerings in SAISD.
Since SY 2016-17, SAISD has created and redesigned multiple schools with changes in school leadership and instructional staff as well as implementing new academic models. Included in those new schools are formerly closed campuses that have been redesigned and relaunched as Sub-Chapter C charter schools or 1882 partnership schools. Further, the Network Principal Initiative was created in SY 2018-19 to both increase the number of great schools and grow the capacity of school and campus leaders.

Launched in SY 2018-19, the Office of School Design & Charter Partnerships serves as the District's official division ensuring quality authorizing and regulation of in-district charter schools consistent with state law. This office is charged with expanding great options in SAISD by partnering with stakeholders to develop new school models and redesigning existing neighborhood schools through the District's "Annual Call for Quality Schools" process. To advance high-quality school options in the district, the OI seeks proposals from qualified educators and leaders in SAISD who aim to leverage their skills and build upon previous successes to launch autonomous, in-district charter schools. The educators approved to run autonomous schools through this request for proposals then operate schools that serve as models for the rest of the District and catalyze school innovation and improvement for all of SAISD.
SAISD's I-Zone transforms traditionally poor performing schools into laboratories of model instruction and learning. The I-Zone consists of schools that are located across the district, span all grade levels, and include neighborhood schools and open-enrollment campuses without attendance boundaries. The I-Zone leverages increased school autonomies to launch new school models and serves as a learning lab to scale best practices for teaching and learning across the District. The OI oversees over ten highly autonomous in-district charter schools in a recently established Innovation Zone ranging from the Advanced Learning Academy, an open enrollment PK-12 schools, to a first of its kind multi-year Improvement Required (IR) school turnaround initiative built around a teacher residency program in collaboration with the Relay Graduate School of Education. SAISD grants these campuses autonomies at the level of state authorized charter schools in the use of talent, time, and resources to radically improve students' academic performance and readiness for higher education guided through the creation of a School Performance Framework (SPF). The SPF will contain the performance metrics by which all schools and programs will be evaluated based on annually reviewed performance objectives and timelines. Innovation Zone schools will serve as learning labs for implementing game-changing teaching and learning practices that result in accelerated student performance and higher college and career readiness rates. Further, I-Zone campuses provide SAISD families with a portfolio of "best-fit" schools with learning environments that best suit their child's interests and aspirations.

Beginning in SY 2018-19, SAISD's Transformation Zone strategy involves cohorting Year 3 IR and above Priority and Focus schools with the long term goal of shifting all high leverage school turnaround initiatives into the District's Innovation Zone. The initial cohort of Priority and Focus campuses represent SAISD's most at-risk schools within the most disadvantaged communities in the city of San Antonio that were eligible for reconstitution or closure—threatening the stability of local students. This strategy strives to support these campuses in not only meeting but exceeding the TEA's acceptable accountability rating. When fully realized, all I-Zone schools will serve as models for school redesign and best practice initiatives which can be scaled across the District. To achieve this, the students in these schools must demonstrate significant improvements in academic performance within the next two years, necessitating reforms in these campuses' autonomy over people, time, funds, and academic programs. Thus, the Transformation Zone strategy will help SAISD accomplish its goal of being a national model for other urban school systems.

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.

Please refer to the completed Attachment 1, "Leverage Leadership Readiness Assessment: Data-Driven Instruction," included in the submission package.

Some examples of District-wide data-driven instruction systems currently utilized by campuses include but are not limited to the State of Texas Assessments of Academic Readiness (STAAR) as well as Measures of Academic Progress (MAP) which provide essential information about a student's continuum of learning and growth trajectory. MAP is a tool to help identify strengths and opportunities as well as focus instruction on the areas of greatest need. In addition, campuses use reviews of walk-through and observation data as well as applying Data-Driven Instruction and Inquiry (DDI) processes to drive instructional practices. DDI is a precise and systematic approach to improving student learning throughout the year. The inquiry cycle of data-driven instruction includes assessment, analysis, and action as a key framework for school-wide support of all student success. Further, the Instructional Culture Insight digital survey tool is used to measure rigor and respect in schools, as well as essential instructional leadership practices, through teacher responses to an online survey administered up to twice each school year. The Insight survey provides formative, actionable feedback for campus leaders.

In addition, the District's Office of Accountability, Research, Evaluation, and Testing (ARET) works with campuses to develop teacher-level goals as well as grade-level and campus goals through the use of the "MySAISD Dashboard." MySAISD Dashboard is updated daily and available to all teachers and administrators. The tool allows for the quick review of the number of students to be tested, verify the performance levels of currently enrolled students, and review detailed STAAR and MAP data to identify both strengths and weaknesses for student groups or individual students. Campuses receive training on the use and adaptability of the dashboard as well as participating in regular work sessions dedicated to understanding STAAR and MAP data. Campus teachers utilize MySAISD Dashboard to complete goal-setting calculators provided by ARET.

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.

Please refer to the completed Attachment 1, "Leverage Leadership Readiness Assessment: Observation and Feedback," included in the submission package. Campuses utilize the state-adopted Texas Teacher Evaluation and Support System (T-TESS) process to evaluate teachers and the Texas Principal Evaluation and Support System (T-PESS) process to evaluate administrators. Trinity principal residents, or Trinity Administrative Interns, are evaluated on T-PESS to ensure alignment with the state principal standards throughout their residency process. Resident conducted walk-throughs and observations are done in collaboration with campus administrators and mentor principals.

Within T-TESS, all teachers engage in the goal-setting process at the beginning of the year and develop a goal that includes an area they would like to improve in their instructional practice linked to a student growth measure. Teachers receive formal observations, as well as walk-throughs, to evaluate specific instructional practices within 12 dimensions and three domains. At the end of the year, teachers receive cumulative ratings in Planning, Instruction, and Learning Environment Domains, as well as four additional dimensions that provides evidence to support their proficiency rated on the Professional Demeanor and Ethics Domain. All results are documented in Performance Matters, a professional development tool for teachers that allows the district and its campuses to make insightful decisions to increase the impact of educators.

Within T-PESS, administrators and interns (principal residents) engage in a self-analysis and goal-setting process to identify two goals, professional practice and student growth, at the beginning of the year and then meet with their appraisers in a beginning-of-year conference to discuss areas of strength and opportunities for growth and development. Appraisers—assistant superintendents and principals—meet with their appraisees—principals, APs, and interns—during a mid-year conference to review their goal progress and again at the end of the year to determine their goal attainment and progress within the 21 rubric indicators. Other instructional and non-instructional staff are evaluated utilizing various district-developed evaluation tools.

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 015907   Vendor ID [   ]   Amendment # [   ]

Number of principal residents participating in the 2019-2020 Principal Preparation Grant Program [10]

Matched amount (number of principal residents participating in program x $15,000) [150,000]

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**

Ten (10) Residents' Annual Salaries (Avg. at 12-year mark of 2018-19 Teacher Hiring Salary Schedule)	543,660
Ten (10) Residents' Annual Fringe Benefits	144,802

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

OTHER OPERATING COSTS (6400)

Total Direct Costs [688,462]

Indirect Costs [11,538]

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs) [700,000]

RELAY/GSE   Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback
How would you describe your team's...

	2 = Foundational / 3 = Proficient / 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?	3
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?	2
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?	2
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?	3
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"?	2

RELAY/GSE   Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture:
How would you describe your team's...

	2 - Foundational / 3 - Proficient / 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.)?	3
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?	2
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?	2
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?	3
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?	3
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)?	2
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?	3
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	2
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	2