TEA Texas Education Agency

NOGA ID [   ]

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

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

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue

Austin, TX 78701-1494

Application stamp-in date and time

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

X Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

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

Applicant Information

Organization	Grand Prairie ISD	CDN	057910	Vendor ID	175-6001697	ESC	x	DUNS	079332763

Address	2602 Beltline Rd	City	Grand Prairie	ZIP	75052	Phone	972-237-5300

Primary Contact	Patricia Lewis	Email	patricia.lewis@gpisd.org	Phone	972-237-5532

Secondary Contact	Ray Wilks	Email	ray.wilks@gpisd.org	Phone	(972)237-5502

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	Dr. Susan Hull	Title	Superintendent

Email	susan.simpson@gpisd.org	Phone	(972)237-5300

Signature	*[signature]*	Date	11-1-18

Grant Writer Name	Patricia Lewis	Signature	*[signature]*	Date	11-5-18

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

701-18-105-017

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
Grand Prairie ISD (GPISD) employs 143 principals annually. The district averages 29 principal vacancies each year. The majority of leaders leave the district because of deficits in student achievement and school success. NEED: Prepare effective GPISD leaders.	Partner with the Texas TECH Principal Fellows Program to implement an EPP that results in a Master of Education in Educational Leadership and Texas Principal Certification. (1) Provide course content that emphasizes best practices in campus leadership with a focus on instructional leadership; (2) Utilize criterion standards and data systems to ensure high-quality learning experiences for candidates
The Grand Prairie ISD student population is diverse. The majority (66%) of learners are Hispanic. However, only 22% of teachers and 20% of administrators in the district are Hispanic. NEED: Expand leader diversity.	Implement an intentional recruitment and selection process to expand the ethnic diversity of candidate pools. (1) Include applicant identification to enroll teachers with a high probability of raising achievement in low performing schools; and (2) Utilize interviews to rate cognitive and personality traits predictive of success.
Data indicates only 42% of GPISD Assistant Principals move into the role of campus principal. Principals average 10 years in the district which is significantly below state average. Need: Support effective leaders.	Implement a rigorous program with ongoing support to ensure Fellows graduate prepared to be successful in the role of Principal. (1) Provide a full-time, 15 month EPP with a focus on authentic campus based leadership experiences; (2) Fellows receive continuous support from GPISD Principal Mentor and a TX TECH Coach.

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.

By the end of the Texas TECH University Principal Fellows Program residency period, 100% of Grand Prairie ISD principal candidates will graduate with a Master of Education in Educational Leadership and a Texas standard Principal certification qualifying them to serve as a Principal in Grand Prairie ISD.

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

Benchmarks for the first quarter: (1) GPISD and TX TECH faculty complete program design including identification of campuses, selection of principal mentors, and creation of a blueprint and calendar of grant activities and events; (2) Application process completed and 10 diverse Principal Fellows selected for clinical residency program by May 15, 2019; (3) Number of applicants for the program and demographic information of selected Fellows recorded; (4) District Principal Mentor matched to each Fellow and meetings begin by June 2019; (5) 10 Fellows meet enrollment requirements and pay tuition/fees to take 6 credit hours toward Master of Educational Leadership degree during the 2019 summer semester; (6) 10 Fellows successfully complete 6 credit hours toward Master of Educational Leadership in summer semester 2019; (7) 10 Fellows pay tuition/fees for 6 credit hours to be taken in fall semester of 2019; and (8)Texas TECH University Educational Leadership Faculty Coaches meet at least two times with Fellows by August 15, 2019.

Measurable Progress (Cont.)

Second-Quarter Benchmark

Benchmarks for the second quarter: (1) 10 Fellows complete job-embedded assignments with support of GPISD Principal Mentors and Texas TECH Faculty Coaches; (2) Principal Mentors meet with Fellows and provide observation feedback at least once each week; (3) TEA approved teacher surveys completed in November 2019; (4) 10 Fellows successfully complete 6 credit hours toward Master of Educational Leadership by Dec 18, 2019; (5) 10 Fellows complete Principal Fellow Survey (perception of mentoring and coaching) by Dec 18, 2019; (6) 10 Fellows pay tuition/fees for 6 credit hours to be taken in spring semester of 2020; (7) Faculty Coaches complete 2 site visits and provide observation feedback with each Fellow by Dec 18, 2019.

Third-Quarter Benchmark

Third quarter benchmarks: (1) 10 Fellows successfully complete job embedded assignments; (2) Principal Mentors meet with Principal Fellows and provide observation feedback at least once each week; (3) TEA approved teacher surveys completed in April 2020; (4) Faculty Coaches complete 2 site visits and provide observation feedback with each Fellow by May 31, 2020; (5) 10 Fellows complete Principal Fellow Survey (perception of mentoring and coaching) by May 31, 2020; (6) Resident Evaluation and Program Evaluation Rubrics (exit performance of graduate on the Texas 268 Identified Integrated Pillars) completed by June 30, 2020; (7) 10 Principal Fellows successfully complete Master of Educational Leadership degree; (8) 10 Principal Fellows successfully complete the TExES Principal 268 Exam and Performance Assessment for School Leaders (PASL) to become certified to serve as a Principal in Texas and scores are recorded, (9) 10 Principal Fellows meet or exceed expectations on T-TESS during the induction period; and (10) Fellows interviewed for leadership positions in GPISD.

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.

Grand Prairie ISD and the TX TECH Educational Leadership Department have worked together during the 2016-2018 school years to implement a Principal Fellows Partnership Program. As a result of the program, 16 teachers have become effective school leaders in GPISD. One reason the program has been successful is the team's commitment to collecting and analyzing project data and participant feedback to make modifications to the project. The Principal Preparation Strategic Planning Team will build on this successful model to determine when and how to modify the 2019-20 project.

Project Evaluation Data: Under the direction of the GPISD Deputy Superintendent for Innovation & School Improvement, the Strategic Planning Team of district and university educators developed a blueprint for the 2019-2020 Principal Preparation Grant Program. The plan outlines SMART goals, objectives, action steps, benchmarks, and performance measures for each quarter of the project period. The blueprint developed by the team includes all TEA mandatory performance measures to generate reliable data on the effectiveness and efficiency of the Principal Fellows Program. GPISD agrees to collect data and comply with any evaluation requirements requested by the Texas Education Agency.

Necessary Adjustments to the Plan: The Deputy Superintendent will guide the Strategic Planning Team in utilizing Site Based Decision Making (SBDM) processes to monitor the implementation of the project. The team will meet at the end of each quarter to collect and analyze project and student level data. Project level data will be monitored using fidelity of implementation rubrics, participant feedback and the grant calendar to ensure activities are implemented each quarter. Student level data will be monitored for each Principal Fellow including: T-TESS performance, Walk-Through Observation scores, Teacher Surveys, Master Course Completion, TAIS performance, and campus STAAR results. The Strategic Planning Team will use the data and feedback to revise grant activities and associated benchmarks to meet performance outcomes at the end of each quarter and the summative SMART goal by the end of the grant period.

Communication: The Strategic Planning Team will meet 4 times during the grant period. The team will maintain and publish official minutes that include progress toward meeting quarterly benchmarks and the summative SMART Goal. Formative and summative evaluation reports will be created and reported to the Superintendent, Education Improvement Committees and Board of Trustees. Evaluations will be used to plan future Principal Preparation partnership projects.

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.

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.

Grand Prairie ISD and the Texas TECH Educational Leadership faculty members have established a process for the recruitment and selection of fellows. Each component of the targeted recruitment plan includes both GPISD and university screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' principal residents.

Ensuring Diversity: GPISD serves 29,287 students including 18% African American, 65% Hispanic, and 12% White learners. Currently the district employs 1942 teachers including 20% Africa American, 22% Hispanic, and 54% White educators. GPISD school leadership includes 142 campus administrators. Ethnicity of leadership mirrors teacher data. To ensure the ethnicity of Principal candidates reflects the student body, GPISD leaders will be instructed to consider nominations of qualified Hispanic candidates. In addition, recommendations from counselors, lead teachers, and instructional coaches will be sought to provide recruitment of a diverse set of high performing teachers who might otherwise be overlooked.

Recruitment Practices: Each January, Grand Prairie holds a Principal Fellows Partnership Seminar to showcase the residency program. Leadership team members refer outstanding teachers who exhibit exemplary content knowledge, instructional capabilities, and leadership traits to attend the event. The targeted recruitment process requires GPISD leaders nominate teachers who reflect the diversity of the student population, have documented success working with at-risk youth, have not previously held a principal role, and do not currently hold a principal or mid-management certification. During the event, prospective Fellows learn about the program and Principal Mentors and Faculty Coaches meet applicants.

Applicant Identification: Teachers who wish to become Principal Fellows submit an application that summarizes educational background, certification areas, and teaching experience. Collected information also includes a professional resume, letters of recommendation from current supervisors, and current examples of student progress and success. The team then screens the information to consider evidence for each candidate's leadership capacity based on five admission standards specified by the TEA: (1) Evidence of Measurable Student Achievement - The search team utilizes Edugence student data (CIRCLE, TPRI, STAAR, and GPISD 9 Week Test scores) to determine the candidate's record as it pertains to student achievement and growth. Candidates with strong of evidence of success with traditionally low performing student groups are given the highest ratings; (2) Strong Evaluations and Appraisals - A review of formative and summative T-TESS evaluation rubrics over a 3 year period is conducted to determine each teacher's strengths and weaknesses. Highest ratings are given to candidates with distinguished achievement in Planning and Instruction domains; (3) Interpersonal leadership – Letters of recommendation from GPISD leaders and T-TESS Learning Environment and Professional Practices domains are reviewed to determine excellence in working with students and peers; (4) Effective response to Observations & Feedback – T-TESS and walk-through observation scores are reviewed to determine improvement in areas targeted for growth; and (5) Growth Mindset – Personnel records and resumes are reviewed to determine instructional leadership roles sought and achieved by the candidate within the grade level or campus (Teacher Leader, Grade Level Coach, Content Area Coach, etc);

Predictor Assessment: Following the vetting and selection of candidates at the district level, potential candidates are required to complete an application that includes open-ended questions on educational leadership. The selection team reviews the application to evaluate the candidate's cognitive knowledge of school improvement, as well as, demonstration of behavioral traits such as problem solving, interpersonal, and leadership skills. Once the screening has been completed, Principal Fellow candidates are ranked based on points awarded for each component. The selection team utilizes rubrics to rate each component of the application process. Fifteen candidates are selected to attend a final interview.

Resident Selection: Texas TECH Educational Leadership faculty members conduct the final phase of the selection process by hosting a virtual live interview with the candidates put forward by the partnering district. The interview consists of questions on leadership dispositions, teacher content knowledge, advocacy for at-risk students, teacher mindset, and instructional knowledge. During the interview process, faculty members examine GPISD selection notes, application identification evidence, and predictor assessment rubrics. The district and university partners discuss overall attributes and scores to select 10 candidates for participation in the 2019-20 Principal Partnership Fellow 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.

The Principal Fellow Program is a collaborative partnership between Grand Prairie ISD and Texas TECH University to prepare aspiring principals to confidently enter a campus administrative position as a highly qualified instructional leader. The GPISD Deputy Superintendent of Innovation and School Improvement will oversee the planning, implementation and evaluation of the project. Each Principal Fellow will be employed in a paid campus leadership position and complete rigorous clinical learning experiences under the guidance of the Principal Mentor and a University Coach. Fellows will be required to give up regular teaching responsibilities and relocate to the Principal Mentor's campus for the residency. During the 15 month internship, students will earn a Master's degree in Educational Leadership and a Texas Principal certification.

Clinical Learning in Authentic Setting: The Masters of Education in Educational Leadership is a 36 hour online program with 30 hours of core content and 6 hours of Principal Internship. The Educational Leadership faculty at Texas Tech University designed course curriculum, job-embedded leadership opportunities, resources and materials, and assessment measures to meet skill requirements of the 268 Identified Integrated Pillars. During the summer of 2019, Fellows will attend an intensive Summer Institute and complete 6 hours of graduate courses. Beginning in August, Fellows will work 40-60 hour weeks as an intern at a GPISD campus as they complete 30 hours of graduate coursework. Course content will be provided by Texas TECH faculty through synchronous live virtual group learning. A Faculty Coach will be assigned to each Fellow. The coach will work with the Fellow weekly and visit the intern at least six times annually. During the residency, Fellows will complete sustained and rigorous clinical learning assignments in the following topics: Instructional Leadership, Decision Making and Mindset skills, Equity Audits and Data Literacy, Leading Professional Learning Communities, Unpacking the T-TESS and Instructional Coaching Frameworks, Using Law and Policy to advocate for students, Establishing SMART Goals and Progress Monitoring, and Using Quarterly Planning to Improve Teaching and Learning. The Principal Mentor will provide continuous feedback to ensure the intern successfully completes job-embedded assignments. Seventy percent of the Fellow's evaluation will be tied to performance in school and community leadership (T-TESS performance), instructional leadership (observation data, teacher survey results, course completion rates), and administrative leadership (Texas Accountability Intervention System performance). Thirty percent of the Fellow's evaluation will be tied to student scores on three sections of STAAR - student achievement, closing the gaps, and college readiness.

School and Community Leadership: During the residency program, Principal Fellows will shadow the Principal Mentor in the T-TESS evaluation of campus educators. In addition, each Fellow will be assigned to support the instructional growth of two struggling teachers through a full T-TESS Pre-Observation-Post (POP) coaching cycle. A video capture of the POP Cycle will provide data, artifacts, and evidence to aid the Fellow in providing appropriate coaching for individual teachers and training for PLC teams. STAAR data will be used to assess the Fellow's ability to use the T-TESS evaluation process to address campus challenges, improve student achievement, and achieve school success.

Instructional Leadership: Principal Mentors will guide Fellows in leading PLCs to model the use of data to make instructional decisions that improve student performance in a targeted area of need. In addition, Fellows will work with teachers to advance advocacy practices and instructional programs for special needs children with an emphasis on English Language Learners, Special Education students, and Deaf Education students. Faculty Coaches will provide virtual group learning support and face-to-face coaching sessions focusing on the development of data-use, instructional coaching, and leadership competencies. Multiple instruments will be used to assess the intern's achievement and growth in instructional leadership: performance data from 3 observations conducted by university faculty during site visits, teacher survey information collected from participants, and master's degree course completion rates and grades.

Administrative Leadership: During the residency, Fellows will work with the Principal Mentor to use the TAIS common framework to identify five areas of need. The mentor will guide the Fellow in working with campus staff during PLCs to develop SMART school improvement goals, collaboratively identify and implement interventions, and monitor growth based on critical success factors and performance targets. The Faculty Coach will provide continuous coaching to ensure the Fellow is supported in implementing each phase of the school improvement assignment. TAIS indicators will be used to evaluate the administrative leadership performance of the intern in effectively implementing school improvement.

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

Grand Prairie ISD is a progressive district leading the state in offering innovative programs and schools to improve the quality and effectiveness of education for district learners. The Department of Innovation and School Improvement leads school reform. In 2017 Grand Prairie ISD applied to become a member of Cohort 1 of the System of Great Schools (SGS) Technical Assistance Network. Through the project, the district developed a District of Innovation governance strategy for system-wide reform. The plan outlines a system of continuous improvement that annually evaluates school quality, parent demand, and neighborhood needs and then strategically responds to that information by taking bold action to improve schools and provide parents with the types of schools they desire. The district currently offers numerous traditional schools, schools of choice, and programs of choice at all grade levels.   A full time Deputy Superintendent leads the Department of Innovation and School Improvement. The office has been successful in establishing a variety of school actions to improve student achievement and success.

School Redesign (2017): John Adams Middle School (AMS) a Title I Priority campus serving 6th through 8th grade students in Grand Prairie ISD, is implementing a School Redesign Grant (SRG) Pilot grant to implement a turnaround reform plan and establish the campus as a Technology and Digital Arts Program of Choice. The campus is committed to the vision of becoming a college preparatory middle school. The school is establishing a high expectation, high achievement technology and digital arts program to to give educators tools to build learner success, students a sense of purpose in attending school and confidence in their abilities, and stakeholders a new reason to partner with our campus and take pride in the school.

Subchapter C Campus Charters (2014-18): In the past four years, Grand Prairie ISD has used Public School Charter Start Up grant awards to open seven Subchapter C Campus Charter Schools. Each campus was reopened as a School of Choice with a redesigned educational plan and instructional programs to improve student achievement and campus accountability ratings. School choices charter options include engineering, early college, STEAM (science, technology, engineering, art and math), highly gifted, and dual language academies. Enrollment is open to students from the neighborhood, across the district and from neighboring districts through an application process.

Math Innovation Zone (2018) - Grand Prairie ISD is working with regional colleges and universities to transform secondary schools into college preparatory campuses that offer rigorous core courses and career based electives. Student accountability research conducted by the district indicates middle school academic performance has a significant effect on high school success. The data reveals students who master less than 80% of test questions on the Math section of STAAR are less likely to retake Algebra I end-of-course exams, less likely to graduate with their cohort in four years and far less likely to enter college. The district was awarded a Math Innovation Zone grant in 2018 to improve math performance on targeted middle school campuses.

School Transformation Zone Planning (2018): Dickinson Elementary and Young Men's Leadership Academy (YMLA) at John F Kennedy Middle School, two feeder pattern campuses designated as 2017-18 Focus Schools, serve students in prekindergarten through eighth grade. The low performing campuses have been awarded a grant to implement a School Transformation Fund – Planning grant to transform the campuses into open enrollment ACE Program of Choice schools. The campuses will utilize Talent Transformation design and proven Accelerating Campus Excellence (ACE) components to design and implement a plan that ensures effective teachers are employed at each campus, educators have data tools to build learner success, students gain a sense of purpose and pride in attending school, and stakeholders have a variety of options for forming partnerships.

Grand Prairie ISD is committed to promoting and supporting school-level autonomy paired with meaningful accountability for performance to meet the district mission of ensuring student success through engaging learning experiences, collaborative leadership, and focusing on maximizing student achievement.

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.

Grand Prairie ISD has a data-driven instructional system built on the Teacher Advancement Program model. Teachers in each subject area across all grade levels administer nine week Curriculum Checks, semi-annual State of Texas Assessments of Academic Readiness (STAAR) benchmarks, and end-of-year STAAR exams. In grade levels K-6, tests are administered in Reading, Math, and Science. In grade levels 6-12, the unit tests are also administered in Social Studies and include content aligned to college entrance exams. Campus calendars are published to delineate nine week, STAAR, and college entrance exam testing dates, as well as, Professional Learning Community meetings, and staff development. Campus leaders attend ESC Region 10 training each year to lead staff development in using the Edugence system and a data-use protocol to analyze campus, teacher, and student data. At the beginning of the school year and end of the first semester, the Principal leads campus teams in using the system and protocol to analyze STAAR exam and benchmark data, identify schoolwide trends, and create 90 day action plans delineating campus achievement goals. An iCoach has been hired for GPISD campus to guide teachers in implementation of the action plan including modeling data disaggregation, adjusting curriculum based on student information, demonstrating instructional best practices, and conducting peer observations to provide feedback. Each nine weeks, during planning sessions, the iCoach leads educators to use Curriculum Checks, student work samples, and classroom observations to identify student strengths and weaknesses. Based on the information, the iCoach guides teachers in planning classroom and homework activities that ensure all learners master essential knowledge and skills, extend lessons to develop higher order thinking skills, and re-teach content when students are struggling. Teachers with grade level and content expertise, Master Teachers, are designated to provide daily support for campus educators. The iCoach and Master Teachers conduct peer observations and provide feedback and assistance (co-teaching/teaching demonstrations, etc.) when teachers need assistance to improve student achievement. The district utilizes a rating system that includes professional performance and student achievement criteria to recruit exemplary teachers to become iCoaches and Master Teachers. As a team, these campus experts will work with and support the Principal Fellow in using the data-driven instruction system currently used at the campus to improve student performance and achievement.

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.

Grand Prairie ISD provides professional development for the content areas of ELA/Reading, Math, Science and Social Studies during designated Teaching and Learning in-service sessions, ESC workshops, and educational conferences. The iCoach and Master Teachers meet with all educators each week at PLC meetings. During the meetings, the leaders present content specific training based on the district scope and sequence framework, work with teachers to examine student data to determine the highest leverage issue in the class, and work collaboratively with teachers to create action steps that are implemented in small increments to provide measurable and observable performance outcomes. The iCoach uses data and feedback from PLCs to target topics that need to be reinforced through staff training such as modeling instructional strategies, scheduling professional development, or conducting coaching sessions. GPISD teachers also attend in-service to become familiar with T-TESS domains and performance standards. Master Teachers use PLC meetings to review performance standards and related criteria. iCoaches and Master Teachers schedule and conduct peer observations to encourage teacher transfer of learning into instruction at least once each semester. The observation cycle includes a pre-conference, observation, post-conference, and end-of-year conference. During the pre-conference, the appraiser and teacher discuss the upcoming lesson with a focus on the interrelationships between 4 domains: planning, instruction, the learning environment and student outcomes. During observations, the peer evaluator has the ability to provide real-time feedback using nonverbal signals to support teaching and learning and give the teachers a sense of support and encouragement. The evaluator uses the T-TESS Observation Evidence Sheet to capture detailed, strategically-scripted information. The form provides a common system for tracking feedback in each domain allowing educators to track the number of observations conducted, individual strengths and weaknesses, action steps issued, and improvement realized. The form also enables leaders to graph trends across evaluations for use in identifying topics of future staff development. After the observation, the Post Conference Plan Template provides self-analysis of areas that need to be reinforced or refined. Appraisers and teachers are encouraged to keep a T-TESS binder for each year of service. This allows educators to identify high leverage trends across multiple observations and to identify topics for future self-study or staff development.

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)

Request for Grant Funds

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

Activity	Budget
Salary and fringe for 10 Principal Fellows ($43,000 salary and $7,000 fringe)	500,000
Stipends for 10 Mentor Principals ($1000 each)	10,000
Tuition ($14,450/candidate for 36 hours tuition + $50 for SWIVI instructional leadership videos)	145,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Activity	Budget
Texas TECH professional development for Fellows/Principal Mentors/GPISD Leaders	14,790

SUPPLIES AND MATERIALS (6300)

Activity	Budget
Textbooks for 10 Residents	2,000

OTHER OPERATING COSTS (6400)

Activity	Budget
Certification exam costs for 10 Principal Fellows (3 exams = $741/resident)	7,410
Travel for 10 Fellows and 10 Mentors to attend Institute in Austin	10,000
Travel for Faculty Coach site visits (6 @ $1800/visit)	10,800

Total Direct Costs 700,000

Indirect Costs 0

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

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

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

Question	Rating
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?	4
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?	4
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?	4
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)?	3
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?	4
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	3
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	3

RELAY/GSE   Attachment 1: Leverage Leadership Readiness Assessment

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

	Scale: 0 = ... 2 = Foundational 3 = Proficient 4 = ...
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?	4
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?	4
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?	4
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	3
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	3
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.)?	4
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?	3
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"?	3