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

Application stamp-in date and time [illegible stamp]

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	Westwood ISD	CDN	001908	Vendor ID	1751086109	ESC	7	DUNS	124658035

Address	4524 W. Oak	City	Palestine	ZIP	75801	Phone	903-729-1776

Primary Contact	Christine H. Bedre	Email	chbedre@westwoodisd.net	Phone	903-388-5171

Secondary Contact	Tiffany Carwell	Email	tncarwell@westwoodisd.net	Phone	903-731-3109

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   ☒ Debarment and Suspension Certification

☒ General Provisions and Assurances   ☒ Lobbying Certification

☒ Application-specific Provisions and Assurances   ☒ ESSA Provisions and Assurances requirements

Authorized Official Name	Wade Stanford	Title	Superintendent

Email	wstanford@westwoodisd.net	Phone	903-729-1776

Signature	[signature]	Date	10/15/2018

Grant Writer Name	Christine H Bedre	Signature	[signature]	Date	10/15/2018

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

701-18-105-020

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
Currently 62.5% of campus leaders have less than 5 years of experience; therefore, there is a quantifiable need for increasing the number of experience rich instructional leadership candidates for principal positions in small rural districts.	Upon completion of this uniquely designed leadership program, WISD cohort graduates will be provided with hands-on instructional leadership experience including the use of data driven instruction, leadership walks, and teacher coaching cycle.
Principal/Assistant Principal turnover rate is approximately 62.5% over the past 2 years resulting in a quantifiable need for stable strong instructional leadership.	WISD will build strong instructional campus leaders by continuing to engage in a targeted recruitment process; therefore, growing and supporting internal leadership pipelines through year-long full-time principal residencies.
An estimated 27% of WISD student population falls under special programs; therefore, creating a quantifiable need to grow strong instructional leaders with an emphasis on special populations.	Upon completion of the leadership program, cohort graduates will promote a free appropriate education in the least restrictive environment, have knowledge of Federal and State education laws, and are prepared to serve as leaders in high-need rural schools.

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 June 30, 2020, 100% of Westwood ISD principal preparation participants will successfully complete a full-time year-long principal residency, Master of Education, Principal as an Instructional Leader and TTESS certification.

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. Recruit and select WISD teacher leaders for admission into the grant program (February, 2019).
2. Recruited teacher leaders apply for admission and are accepted into The University of Texas at Tyler's (UT Tyler) Master's with principal certification program (March, 2019).
3. Admitted students meet face-to-face to discuss program expectations. This group will make-up a professional learning community of program student's specific to the needs of Westwood ISD (May, 2019).
4. Candidates begin academic classes in the UT Tyler principal program (May, 2019).
5. Required grant participants/members attend TEA lead institute Austin, TX (June, 2019).
6. Participation in University PLC meeting during the summer (June - August, 2019).
7. Candidates will complete EDLR 5311 and EDLR 5313 during summer as well as become T-TESS certified (August, 2019).

Measurable Progress (Cont.)

Second-Quarter Benchmark

1. Candidates will register and begin classes for EDLR 5320, EDLR 5337, and EDLR 5370 (Practicum in the Principalship I) (August, 2019).
2. Provide site mentor training (September 1, 2019).
3. Field supervisors (TEA certified) meet with site mentors on candidate's assigned campus. A plan is developed to ensure a rigorous clinical experience with a focus on instructional coaching.
4. Participation in PLCs both with University and campus during the fall (September-December, 2019).
5. Field supervisors monitor resident's activities to ensure high quality instructional coaching, use of data, and development of school culture.

Third-Quarter Benchmark

1. Resident's register for EDLR 5330, EDLR 5349, and EDLR 5371. Note: Candidates will need to register for EDLR 5333 and EDLR 5310 for summer 2020 to finish the coursework for the Master's degree.
2. Candidate's begin classes (January, 2020).
3. Field supervisors meet with site mentors on candidates campus to discuss any obstacles from the previous quarter and to outline a strategy for the continuation of a high-quality clinical experiences (January, 2020).
4. Participation in University PLC meetings during the spring (January - May, 2020).
5. Field supervisors monitor candidate activities to ensure high quality instructional coaching, use of data, and development of school culture.
6. Candidates will take and pass Principal as Instructional Leader TExES certification exam (June, 2020).

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 program is designed to provide candidates with relevant and practical experiences. To assure that the program is meeting the needs of the candidates, we will implement the following logic model. We will examine:

INPUTS <------> ACTIVITIES <------------> OUTPUTS <------------> EFFECTS

Inputs include the recruitment process and design of the interventions.
Activities includes courses, seminars, and clinical experiences.
Outputs includes Success in Mastering content and skills.
Effects includes post program success when hired.

During the program we will use an iterative process to assure candidates are successful.
1. Surveys will be given to students, site mentors, and field supervisors each semester in which the candidate is involved in clinical experiences.
2. Student videos and field observations of pre/post/goal conferences (per T-TESS) will be evaluated to determine effectiveness.
3. Instructional evaluation of teachers as performed by the candidate will be compared to the site mentor to determine inter-rater reliability.
4. The field supervisor, site mentor, and university professor will meet to determine leadership/instructional coaching strengths/weaknesses are determined. Interventions will be developed to strengthen weak areas

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.

Teachers will receive an e-mail request for candidates from the administrative office. Teachers may self-nominate to be in the program. In addition nominations will be solicited from campus administrators. Applicants will be pre-screened through the following criteria:

1. STAAR scores (if in a tested subject) and/or other diagnostic testing show student growth;
2. The applicant participates regularly in campus PLCs/grade level meetings;
3. The most recent T-TESS evaluation was proficient or above in a majority of the rubric dimensions with at least one or more areas accomplished or distinguished (growth will also be considered from the previous T-TESS evaluation);

Applicants who meet these three standards will go through a short administrative interview to discuss curriculum, data, personal growth, personal vision, and campus vision.

The question will be evaluated and four high-quality and strong-vision candidates will be selected.
The applicants will need to apply to The University of Texas at Tyler and be admitted into their Educational Leadership program. Program admission requirements are:
1. Have a 3.25 GPA or higher in last 60 hours of coursework. The applicant may still be admitted with a GPA of under 3.25 if he/she has an acceptable GRE score.
2. Complete a written interview form that shows effectiveness in communication.
3. Have a recommendation completed by campus mentor regarding leadership potential.
4. In addition, the admission process requires the submission of transcripts from all institutions attended and a copy of service record.

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.

Westwood ISD will provide the following assurances regarding developing a sustained and rigorous full-time year-long clinical learning experience in an authentic school setting, as well as providing authentic leadership responsibilities for candidates. Westwood Independent School District (WISD) and the individual campus' will foster authentic school setting leadership experiences to residents within the principal preparation program.

1) WISD will partner with The University of Texas at Tyler (IHE)
Partner with The University of Texas at Tyler for principal preparation. UT Tyler has two practicum experiences within their program that emphasizes the integrated pillars within 268 TExES preparation: communication with stakeholders, diversity and equity, professional development, curriculum alignment, hiring, selection and retention, school vision and culture, etc.

2) Provide training for on-site principal mentors to ensure oversight of the candidate
Candidates will be provided both a campus level mentor that is on-site for assistance with practicum experiences as well as district level mentor.

3) Implementation/Exposure of the New Leaders Program with candidates.
WISD leadership team participated in the first pilot round of the New Leaders program (2017 - 2018) sponsored by Texas Education Agency. Involving this instructional mind-set practice along with exposure to the program and belief will give WISD residents an accurate understanding of rigorous instruction across multiple levels. Involvement in leadership walks, collaborative administrative data sessions, department/grade level data team meetings, vertical alignment, and coaching conversations gives our residents a broad instructional understanding. This experience will provide the resident(s) with professional coaching at both the campus and district level along with the beginning stages of learning the craft to coach and shape teachers instructional practices affecting the instructional core.

4) Candidates will lead PLC data meetings and disaggregate data to provide strategic initiatives to improve student achievement within the culture of the campus.
Residents will also be assigned a specific grade level and/or subject area to maximize their exposure. The resident will be involved in weekly planning meetings (also known as PLCs), six weeks Community of Practice Meetings, data analysis/break down, unit/benchmark creation, lesson planning, and evaluation, as well as horizontal alignment across the grade level/ subject area.

5) Candidates will specialize in special programs.
Residents will be assigned to assist with other areas of academics such as GT, 504, RTi, ESL, dyslexia, special education, and STAAR campus training, testing plans, and administration. The involvement would range from the initial start of the program at the beginning of the school year to planning activities, data meetings, committee meetings, and finally review at the end of the school year. Meetings may not just be campus level but at times district level.

6) Candidates will lead professional development in areas of instruction, curriculum, and discipline.
WISD residents will develop a campus academic, professional learning plan for the fall and spring semester. The resident(s) will work side by side with designated campus and district administration to evaluate the needs of the school, plan, prepare, execute, and assess each training.

7) Candidates will be members of the Campus Improvement Team and District Advisory Committee.
Candidates will assist with Campus Improvement Plan creation, implementation, and monitoring, as well as the District Advisory Committee. Campus morale will also be an area for growth for our resident(s).

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.

WISD utilizes the backward design planning model on all campuses (district-wide). This model begins with the end in mind using data to drive instruction. Teachers are given community of practice day(s) to work with their grade level or department team to analyze data, determine areas for re-teaching, group students for intervention, breakdown TEKS for upcoming units of study, create appropriate unit assessments and in class check points, followed by beginning the stages of planning learning experiences. Teaching teams then meet weekly during PLCs to discuss lessons using the four essential questions, analyze student work, and plan instruction for the following week. Benchmark and TEA's interim assessments are given in both the fall and spring semesters to monitor student growth and shape instruction. Campus administration take part in the community of practice meetings and weekly grade level meetings (PLCs).

Community of Practice Agenda: https://tinyurl.com/ycj2w4pt
Backward Design Process: https://tinyurl.com/y7gpmyf5

Backward Design Lesson Planning Cycle

STEP 1 --> STEP 2 ---> STEP 3

Step 1 - Identify learning objectives / expected outcomes (TEKS)
Step 2 - Appropriate assessment (evidence of learning)
Step 3 - Plan learning experiences (activities, resources, technology)

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.

T-TESS > Observation and Feedback System
T-TESS evaluation system along with Student Learning Objective is currently used on each campus throughout the district. Both principals and assistant principals conduct evaluations, walkthroughs, and coach teachers with instructional practices.

LEADERSHIP WALKS > Administrative Observation and Instructional Feedback
Campus and district administration partake in Leadership Walks on multiple campuses throughout the district. Observing specific content areas across multiple grade levels assist in finding instructional trends and patterns. Instructional teacher coaching at the campus level occurs after Leadership Walks to enhance and improve instruction, alignment, and rigor.

LEARNING WALKS> Teacher Observation, Self-Reflection, and Peer Feedback
Campus teacher teams partake in a version of leadership walks but for learning purposes; therefore, calling teacher walks Learning Walks. The instructional core is taught to teachers along with the ELAR and Mathematics framework. Teachers take the knowledge and observe multiple classrooms across content areas. After the peer observation, teachers discuss trends, alignment to the standards, rigor, as well as observed framework components. Self-reflection also occurs to pin-point specific instructional strategies that were viewed to utilize in their own classroom.

Administrative Leadership and Teacher Learning Walk Instructional Core:
```
                    STUDENT
                   /       \
                  /   TASK   \
                 /            \
             TEACHER  ---  CONTENT
```
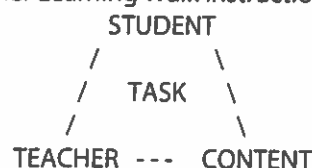
Equitable Access and Participation

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 4

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

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

PAYROLL COSTS (6100)   BUDGET

Resident Salary - $40,000 per resident	160,000
Campus Mentor Stipend(s) - $4,500 per resident	18,000
Employee Benefits: TRSCare = .75%, Act.Care=$275.00, Unemp= .12% , WC= .48%, Basic Life= .42 cents)	4,090.16

PROFESSIONAL AND CONTRACTED SERVICES (6200)

In-district professional development and trainings	5,000

SUPPLIES AND MATERIALS (6300)

Textbooks and Supplies - $1,600 per resident	6,400

OTHER OPERATING COSTS (6400)

Tuition / Fees / Principal TExES Exam / T-TESS and AEL Training - $14,100 per resident	56,400
IHE/EPP University Field Supervisors $1000 per resident	4,000
Professional development for residents / Travel / Required pd for district and IHE/EPP	10,516.64

Total Direct Costs	264,406.8
Indirect Costs	15,593.2
TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)	280,000

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

Key:
0 – Lacking
1 – Attempting
2 – Foundational
3 – Proficient
4 – Exemplary

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

Item	Score
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	2
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	2
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?	2
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?	3
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...

Rating scale:
- 0 - Lacking
- 1 - Attempting
- 2 - Foundational
- 3 - Proficient
- 4 - Exemplary

Item	Rating
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?	2
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	2
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	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.)?	3
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	3
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	2
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	1