



2020-2021 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 3
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 12, 2019

NOGA ID [REDACTED]

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

February 1, 2020 - August 31, 2021

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): [REDACTED]

Applicant Information

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

Certification and Incorporation

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

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

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

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

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

Second-Quarter Benchmark

(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) Faculty Coaches complete at least 2 site visits and provide observation feedback with each Fellow by December 16, 2020; (4) Ten Fellows successfully complete 6 credit hours toward Master of Educational Leadership by December 16, 2020; (5) Principal evaluation data (observations, teacher surveys, coaching notes) are compiled for fall semester by December 18, 2020; (6) Ten Fellows pay tuition/fees for 6 credit hours to be taken in spring semester of 2021; and (7) Evaluation reports completed and sent to TEA in the format and time requested by the agency.

Third-Quarter Benchmark

(1) Ten Fellows successfully complete job embedded assignments; (2) Mentors meet with Principal Fellows and provide observation feedback once each week; (3) Faculty Coaches complete 2 site visits and provide observation feedback by May 12, 2021; (4) Ten Fellows meet or exceed expectations on T-TESS during the induction period; (5) Principal Fellow evaluation data compiled for spring semester by May 12, 2021; (6) Ten Fellows successfully complete Master of Educational Leadership degree by May 12, 2021; (7) Ten Fellows successfully complete the TExES Principal 268 Exam and Performance Assessment for School Leaders (PASL) to become certified to serve as a Principal; (8) Degree completion and PASL scores recorded; (9) Ten Fellows complete Principal Fellow Survey by June 30, 2021; (10) Resident Evaluation and Program Evaluation Rubrics (exit performance of graduate on the Texas 268 Identified Integrated Pillars) completed by June 30, 2021; (11) Ten Fellows apply for leadership position in GPISD; (12) Evaluation reports completed/sent to TEA in the format and time requested.

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 2016-2019 school years to implement a Principal Fellows Partnership Program. As a result of the program, 23 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 proposed grant project.

Project Evaluation Data: Under the direction of the GPISD Deputy Superintendent for Innovation and School Improvement, the Strategic Planning Team of district and university educators developed a blueprint for the 2020-2021 Principal Preparation Grant Program. The plan outlines SMART goals, objectives, action steps, benchmarks, and performance measures for each quarter of the project period. Action steps created by the team include authentic practices and mentor support strategies proven to be effective during the Cycle 1 and Cycle 2 grant projects. The proposed program evaluation includes all performance measures cited by TEA to generate reliable data on the effectiveness and efficiency of the project. GPISD agrees to collect data and comply with any evaluation requirements requested by TEA.

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 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: Formative and summative evaluation reports will be created and reported to the Superintendent, Education Improvement Committees and Board of Trustees. Evaluation reports will be used to plan future Principal Preparation partnership projects to increase the number of highly effective principals in GPISD campuses.

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 2020-2021 Principal Preparation Grant Program, Cycle 3 Program Guidelines.

The applicant provides assurance to adhere to all Performance Measures, as noted in the 2020-2021 Principal Residency Grant Program, Cycle 3 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 Residency Summer Institute in June 2020.

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 Residency Grant Fidelity of Implementation Rubric for LEAs* and Attachment 3: *Principal Residency 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 Heather.Salaz@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 7 of 2020-2021 Principal Residency Grant Program, Cycle 3 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. LEA must also provide their plan for considering the degree to which the diversity of the residents mirrors that of the student population in their recruitment and selection strategy.

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, 66% Hispanic, and 11% White learners. Currently the district employs 1942 teachers including 20% Africa American, 22% Hispanic, and 53% White educators. GPISD employs 145 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. GPISD leaders are instructed to invite 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 Principal Partnership Fellow Program.

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 (TTU) to prepare aspiring principals to confidently enter a campus administrative position as a highly qualified instructional leader. Each Principal Fellow will be employed in a paid campus leadership position and complete rigorous clinical learning experiences under the guidance of a GPISD Principal Mentor and a TTU Faculty Coach. Fellows will relocate to the GPISD Mentor's campus for the residency. During the 15 month internship, students will earn a TTU Master's degree in Educational Leadership and a Texas Principal certification. AUTHENTIC LEARNING: The Master of Educational Leadership is a 36 hour program including 30 hours of core content and a 6 hour principal internship. The Educational Leadership faculty at TTU designed course curriculum, job-embedded leadership opportunities, and assessment measures to meet skill requirements of the 268 Identified Integrated Pillars. During the summer of 2020, Fellows will attend a Summer Institute and complete 6 hours of graduate courses. Beginning in August 2020, Fellows will begin the internship at a GPISD campus and complete 30 hours of graduate coursework. Course content will be provided by Texas TECH faculty through synchronous live virtual group learning. The TTU Coach assigned to each Fellow will work with the intern weekly and visit the campus at least six times. During the residency, Fellows will complete rigorous clinical learning assignments at their assigned campus in the following topics: Instructional Leadership, Decision Making & Mindset skills, Equity Audits & Data Literacy, Leading PLCs, Unpacking the T-TESS & Instructional Coaching Frameworks, Using Law & Policy to advocate for students, Establishing SMART Goals & Progress Monitoring, and Using Quarterly Planning to Improve Teaching & Learning. The GPISD Mentor will provide continuous support 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, instructional leadership and administrative leadership. Thirty percent of the Fellow's evaluation will be tied to student scores on STAAR. ADMINISTRATIVE LEADERSHIP: Fellows will shadow the GPISD Mentor in the T-TESS evaluation of campus educators. Each Fellow will be assigned to support the instructional growth of two struggling teachers through full Pre-Conference, Observation, Post-Conference (POP) quarterly cycles. The Fellow will lead teachers to use TTESS indicators focusing on planning, Instruction, learning environment, and professional practices to improve teaching and learning. Fellows will review lesson plans for aligned and sequenced objectives tied to mastery standards and conduct classroom walkthroughs weekly. Mentors and TTU Coaches will work with each Fellow to use data, artifacts, and evidence to support growth of individual teachers and subject area teams. T-TESS and student data will be reviewed by Mentors to facilitate coaching. T-TESS, STAAR, and participant survey results will be used to assess the Fellow's ability to use POP cycles to support and develop effective educators with the skills and confidence to positively impact student achievement. INSTRUCTIONAL LEADERSHIP: GPISD Mentors will guide Fellows in working with assigned teaching staff to use formative assessment data to make instructional decisions and to develop objective driven lesson plans. Ongoing professional development support provided by Fellows will include research-based strategies for implementing instructional practices and programs for English Language Learners, Special Education students, and Deaf Education students. TTU Coaches will provide virtual group learning support and face-to-face coaching sessions focusing on using the "Why" protocol to ensure Fellows provide continuous support to ensure lesson plan objectives focus on the root of the problem and formative assessment data provides feedback on student growth. Multiple Instruments including a review of lesson plans, performance data from three observations conducted by TTU Coaches during site visits, and survey information collected from participants will be used to measure the performance of each Fellow. SCHOOL/COMMUNITY LEADERSHIP: Fellows will work with the Mentor to use the Texas Accountability Intervention System (TAIS) common framework to conduct an equity audit, develop a TAIS action plan, conduct data meetings, present staff training, report feedback to school leaders, and oversee campus leadership meetings. Fellows will learn to use data, artifacts, and evidence to provide appropriate coaching for individual teachers and training for PLC teams. The TTU Coach will provide continuous coaching to ensure each Fellow is supported in implementing the school improvement assignment. TAIS results, Student Success Initiative Protocols, Edugence student data, and TTESS protocols will be used to evaluate the performance of the intern in effectively implementing school improvement to improve instructional practice, student achievement, and the school culture.

3. 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. 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 Texas Accountability Intervention System (TAIS) protocol to report and analyze campus, teacher, and student data. At the beginning of the school year and end of the first semester, the Principal leads campus teams to analyze student and school data, identify schoolwide trends, and create 90 day action plans delineating campus achievement goals. An instructional coach (iCoach) has been hired for each GPISD campus to guide teachers in implementation of action plans. Coaches model data disaggregation and revision of curriculum based on student information, demonstrate instructional best practices, and co-teach lessons. 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 to ensure all learners master essential knowledge and skills and develop higher order thinking skills. In GPISD campuses, teachers with grade level experience and content expertise, Master Teachers, are designated to provide daily support for campus educators. The iCoach and Master Teacher conduct peer observations and provide feedback and assistance (co-teaching/teaching demonstrations, etc.) when teachers need assistance to improve student performance. 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 in GPISD to positively impact student achievement and school success.

4. 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 uses the Texas Teacher Evaluation and Support System (T-TESS) to establish and maintain a culture of observation and feedback to develop and support effective classroom teachers. The quarterly 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, 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. After the observation, the Post Conference Plan Template provides self-analysis of areas that need to be reinforced or refined. The form also enables leaders to graph trends across evaluations for use in planning future staff development. GPISD conducts ongoing professional development during designated in-service sessions, ESC workshops, and educational conferences to support teachers in designing developmentally appropriate standard's based lessons that reflect evidence based best practices to improve student outcomes. Each quarter, the iCoach meets with educators in PLC meetings to examine student data and determine the highest leverage issue in the class. The educators develop a TAIS Action Plan. The iCoach and Master Teachers present best practices training for teaching identified TEKS. The team plans differentiated instruction that utilizes appropriately sequenced action steps to achieve measurable and observable student outcomes on the action plan. The iCoach and Master Teachers schedule and conduct co-teach sessions and demonstrations with struggling educators to encourage teacher transfer of learning into instruction. Walkthroughs are scheduled with all teachers. T-TESS rubrics are used to identify needs and verify progress. Debrief conversations with teachers are held after walkthroughs to provide targeted feedback. Teachers are required to keep a T-TESS binder which allows appraisers to identify high leverage trends across multiple observations and to identify topics for future self-study or staff development.

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

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

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

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.

- 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.

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year grant allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the grant's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

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

Number of principal residents participating in the 2020-2021 Principal Residency Grant Program

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

Salary for 10 Principal Fellows	<input type="text" value="500,000"/>
Stipends for 10 Fellows (tuition)- \$10,400/resident	<input type="text" value="104,000"/>
Stipend for 10 Principal Mentors - \$1000/mentor	<input type="text" value="10,000"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Professional Development - Texas Tech University includes 6 site visits	<input type="text" value="50,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Curriculum Materials	<input type="text" value="20,000"/>
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OTHER OPERATING COSTS (6400)

Certification exam costs for 10 Residents - 3 exams each, \$750/resident	<input type="text" value="7,500"/>
Travel to Principal Preparation training - Institute in Austin	<input type="text" value="5,500"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page of the TEA website and may be mailed OR faxed (not both). **To fax:** one copy of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to either (512) 463-9811 or (512) 463-9564. **To mail:** three copies of all sections pertinent to the amendment (including budget attachments), along with a completed and signed page 1, to the address on page 1. More detailed amendment instructions can be found on the last page of the budget template.

You may duplicate this page

Negotiated/Amended Section

For amendments: Choose the section you wish to amend from the drop down menu.

Negotiated Change/Amendment

For amendments: Describe the changes you are making and the reason for them. Always work with the most recent negotiated or amended application. If you are requesting a revised budget, please include the budget attachments with your amendment.

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY

Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

FOR TEA USE ONLY


Changes confirmed with _____ on this date _____
Via phone/fax/email by TEA staff person _____

RELAY/IGSE

Attachment 1: Leverage Leadership Readiness Assessment

Leading Data Driven Culture:

How would you describe your team's...

	
a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?	4
b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?	4
c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?	3
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?	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)?	4
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?	4
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...*

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?	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?	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?	4
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