TEA
Texas Education Agency

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

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 <u>cannot</u> 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 **February 1, 2020 - August 31, 2021**

[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	Elgin ISD		CDN	011902	Vendor ID	74-60000823	ESC	13	DUNS	010552362

Address	1002 North Avenue C		City	Elgin	ZIP	78621	Phone	5122813434

Primary Contact	Kayan McKreith	Email	kayan.mckreith@elginisd.net	Phone	5122813434

Secondary Contact	Debra Mahone	Email	debra.mahone@elginisd.net	Phone	5122813434

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	Al A. Rodriguez	Title	Assistant Superintendent

Email	arodriguez@elginisd.net	Phone	5122813434

Signature	*[signature]*	Date	11-08-2019

Grant Writer Name	Kayan McKreith	Signature	*[signature]*	Date	11-08-19

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

2020-080575

701-18-105-007

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
Elgin ISD turnover rate for the 2018-2019 school year was 24.78% and 24.06% in the 2017-2018 school year.	We strive to reduce the turnover rate by 5% in the 2020-2021 school year by creating career advancement pathways for high performing teachers.
Elgin ISD scored a rating of 71 out 100 in the Closing the Gap domain in the State Accountability Rating system for the 2018-2019 school year.	Elgin ISD will focus on developing and implementing programs that benefit high-needs student groups (English language learners and economically disadvantaged).

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.

Improve the district's overall Closing the Gap score 5% from 71% to 76% by the end of the 2021-2022 school year. The district will reduce turnover of high performing teachers by using their expertise to improve student outcomes and become teacher leaders on their campus. The district will recruit and select two principal residents and provide a career advancement pathway that includes a strong mentor program and professional development through Region 13.

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

Minimum of 10 teaching staff to apply for the Principal Residency Program.
25% of residency applicants who score "accomplished" or higher in at least three T-TESS domains.
100% of residency candidates will be interviewed and selected no later than May 15.
100% of residency mentors will be selected by May 15.
100% of residency candidates will be registered for summer professional development.

Measurable Progress (Cont.)

Second-Quarter Benchmark

100% of principal residency participants will have selected their closing the gap project before the start of the 2020-2021 school year.
100% of principal residency participants will have completed their action plan for their closing the gap project before October 2020.
100% of principal residency participants will have started implementing their closing the gap project before November 2020 to include a pre-assessment of campus needs.

Third-Quarter Benchmark

100% of principal residency participants will have completed a progress check by February 2021.
100% of principal residency participants will be able to report student and campus growth in their identified areas by March 2021. This will include an analysis of student growth and recommendations for continued improvement.
100% of principal residency participants will have revised their action plan and implemented adjustments where they do not show growth by March 2021 to ensure achievement of the 5% by the 2021-2022 school year.

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.

Elgin ISD (EISD) will use a formative evaluation plan during the Principal Clinical Residency year and beyond. Activities will be monitored and measured at least monthly, to inform on-going improvements and adjustments to the resident's learning experience, as well as ensure student outcomes in the focus and gap areas improve. Data collection will occur at lease monthly for qualitative measures and at least quarterly for quantitative measures.

EISD will work with the designated EPP partner for each resident to ensure consistency and quality of the program and to provide quality coaching and support to each resident. Detailed and high-quality feedback will be provided to the resident at least weekly through collaboration with the EPP staff, school site supervisor, and assigned mentor(s). Professional development will be provided to the resident based on their unique professional needs and as the needs and formative outcomes of the campuses and students designated by the identified SMART Goals and benchmarks.

Residency participants will develop assessments that may include student achievement scores, parent and student surveys, and/or interviews to establish baseline data. Regular progress monitoring will be implemented before December 1 and before Spring Break to evaluate program progress. Adjustments to the action plan will be submitted before the end of semester 1 and before March 30 to include program changes that address slow or no progress areas.

Data collected on residents' experiences as well as successes and challenges regarding student outcomes will be provided during the final quarter to appropriate staff members and participating EPP partners to inform program implementation and improvement and to develop systems to sustain successful clinical experiences for teacher and staff leaders in the future.

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 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.

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. 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.

Elgin ISD will pay for the cost of the principal preparation program for candidates selected for the principal residency program and pay a stipend for the cost of materials. We anticipate that eliminating the financial barrier for this career advancement opportunity will result in a higher number of applicants for this unique opportunity. Marketing for the residency program will begin with campus principals, in hopes of receiving recommendations from current administrators in late winter. Targeted recruitment to recommended teachers will begin in late winter, and to all staff in early spring. The Human Capital department will provide virtual and in-person application support throughout the spring recruitment season.

The application will require four major components:
Evidence of student achievement/growth to be attached to the application.
T-TESS appraisal results
Residency application which will have targeted questions to help evaluate:
-Leadership - current experience in leadership roles, self assessment to communicate strengths/weaknesses and unique needs with respect to authentic learning experience.
-Problem solving abilities- experience with identifying gaps and specific barriers to student learning and designing interventions and systems to address these gaps.
-Effective response to feedback - provide evidence of implementation of best practices learned through PLC and other trainings into their current classroom practices and systems.
-Growth mindset - demonstrate awareness of areas of professional growth needed to address specific gaps in student learning
Letter of recommendation from campus instructional leaders that works with the candidate.

Recruitment process will include consideration of student population and needs.
Elgin ISD is:
-12% African American
-66% Hispanic/Latino
-20% White
-2% Two or more races

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.

Once residents and mentors are selected in May 2020, a kickoff meeting to review the expectations of the program will be conducted in mid-May.

The two primary focus groups to improve our Close the Gap domain will be:
1. English language learners
2. Economically disadvantaged

Before the end of the 2019-2020 school year, residents will work with their campus teams to identify a target group of students that will participate in bi-weekly classes that review relevant strategies for success and to monitor their academic progress throughout the school year.

Residents and mentors will work to develop an action plan in early June for the 2020-2021 school year. The action plan will include their plan to address:
1. Instructional strategies for focus groups
2. Social and Emotional Learning (SEL) strategies for focus groups
3. Feedback channel for input from campus and community groups
4. Assessment plan to gather student achievement data and track progress throughout the year
5. Timelines and benchmarks for student success

Residency mentors and the Human Capital Department will review action plans and provide feedback before the end of June. Final action plans are due by mid-July.

Principal residents will support their campus and focus specifically on curriculum and instruction, through daily support of:
1. Leading PLCs and overseeing campus instructional planning
2. Supporting campus testing logistics
3. Evaluating student data to implement strategic campus intervention programs
4. Instructional support for campus teachers (modeling instructional strategies, data driven instructional supports, and other useful strategies to assist ELL and economically disadvantaged students on campus)

Residents and mentors will be required to meet semi-monthly to regularly monitor progress, problem solve, and shadow mentor administrator when needed. Field supervisor observation feedback documents will be shared with the Human Capital department to track progress along with status updates for online modules in oder to ensure timely and successful completion of their program.

Residents will be responsible for coordinating assessment data for their target groups and providing benchmark data to their mentor administrator and H.C. three times throughout the school year (November 2020, February 2021, and May 2021). For residents whose target groups do not show growth after each benchmark a revision to the action plan will be due within 30 days of benchmark data submission to their mentor principal and H.C. At the end of the 2020-2021 school year residents will present their findings and review student outcomes, program strengths, and areas of growth to district leaders in a 1-hour presentation and discussion forum.

District leaders will review program benchmark data, presentation information, feedback from mentor principal, as well as the availability of administrative vacancies in hopes of promoting successful residents for administrative opportunities for the 2021-2022 school year.

Statutory/Program Requirements (Cont.)

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.

Data driven instruction begins with common assessments that are development by campus and district curriculum leaders. Common assessments are STAAR aligned and developed to match the year at a glance as well as the scope and sequence for each grading period. Results to common assessments are stored in Eduphoria software and can be evaluated by standard, teacher, student, and other ways.

The instructional coach leads grade and content level PLCS and review data. During PLCs, strengths and areas of growth are identified for reteach opportunities. The instructional coaches develop an action plan and map out interventions for students. Instructional coaches also model instruction during PLC to ensure that robust content and strategies are being delivered for reteach topics.

Teachers and instructional coaches develop formative assessments to ensure that reteach efforts are effective.

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.

During the summer teachers are tiered by campus leaders (Tier I-lowest need to Tier III-highest need). Principals, A.P., campus instructional specialists, and master teachers collaborate and build the evaluation and support plan for their campuses. Instructional leaders are expected to track their feedback in a collaborative tool (ex. Google doc), which allows for all instructional leaders to be on the same page about teacher progress. Some campuses rotate observations and instructional support amongst all instructional leaders and other campuses have a pathway that escalates the instructional support provided from instructional coach to administrator if needed. Teacher progress is fluid and the instructional team adjusts in order to meet the every changing needs of their campus.

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

Matched amount (number of principal residents participating in program x $15,000) 30,000

Number of principal residents participating in the 2020-2021 Principal Residency Grant Program 2

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
Salaries (2 residents x 60,000)	120,000
Principal Mentor Stipend (2 x 4,000)	8,000
Fringe (15%)	19,200

PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Region 13 Tuition (2 x 8500)	17,000

SUPPLIES AND MATERIALS (6300)	
Technology and Supplies	2,800

OTHER OPERATING COSTS (6400)	
Professional Development	3,000

Total Direct Costs   170,000

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)   170,000

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

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

0 - Lacking / 1 - Attempting / 2 - Foundational / 3 - Proficient / 4 - Exemplary	Score
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?	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?	2
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	1
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	1
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	2
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

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

Color Key
0 - Lacking
1 - Attempting
2 - Foundational
3 - Proficient
4 - Exemplary

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

Item	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?	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?	2
e. Ability to recruit and develop a highly active instructional leadership team that drives analysis meetings after each interim assessment and maintains focus on the process throughout the year?	3
f. Ability to conduct deep analyses of school-wide and individual teacher data so that school wide patterns (i.e. high and low outliers) can be identified and be used to create effective action plans?	3
g. Ability to lead interim assessment analysis cycles so that teachers are guided to see exemplar student answers, analyze trends, create high leverage action plans, and monitor action plans to guarantee effective re-teaching (e.g. using monitoring tools, student work analysis, and classroom observations)?	2
h. Ability to hold leaders and teachers accountable to prepare and engage in weekly data meetings that ensure that teachers analyze and use student work to identify exemplars, identify the gaps between exemplars and non-exemplars, and create action plans based on gaps in student learning?	1
i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?	1
j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?	2