



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

Texas Education Agency

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.

2000.280596

701-18-105-012

**Shared Services Arrangements**

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
Leadership Diversity- The Irving ISD (IISD) student population is diverse. The majority 72% of learners are Hispanic. However, only 28% of teachers and 37% of administrators in the district are Hispanic.	Implement an intentional recruitment and selection process to expand the ethnic diversity of the candidate pools. (1) Include applicant identification to enroll teachers with a high probability of raising achievement in low performing schools; (2) Utilize interviews to rate cognitive and personality traits predictive of success; and (3) Use a rubric to rank candidates based on district priorities.
Data shows the turnover rate for Irving ISD Administrators has increased significantly over the past 3 years- 2016/17-2017/18- 10.8%, 2017/18-2018-19- 27%, and 2018/19-2019-20- 30%	Partner with Dallas Baptist University to establish a comprehensive EPP program that provides 10 highly qualified & diverse applicants a deep & meaningful residency experience based on IISD Leadership Framework. In addition, applicants will receive job-embedded coaching to promote leadership development.
79.47% of IISD learners are economically disadvantaged and 66.29% are considered at-risk for dropping out of school. All IISD Principals serve Title I campuses. IISD had 8 campuses earn a rating of C.	Partner with Dallas Baptist University to implement an EPP that results in a Masters of Education in Educational Leadership & Texas Principal certification. (1) Provide course content & authentic learning to develop instructional leadership & (2) Utilize criterion standards and data systems to provide actionable feedback.

**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.

Irving ISD and Dallas Baptist University will work to identify, select and prepare ten (10) principal residents through a targeted, competitive selection process to earn both a principal certification and a Master's degree. The goals of the project are (1) 100% of the 10 Irving ISD principal fellows graduate with a Master of Education in Educational Leadership; (2) 100% of principal fellows will receive a Texas Standard Principal Certification qualifying them to serve as a Principal in Irving ISD; (3) 100% of the principal fellows will complete a digital mastery portfolio; (4) 100% of the residents will document a minimum of 160 hours in their clinical practicum by June 30, 2021; (5) 100% of the residents will complete TTESS and AEL 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

Benchmarks for the first quarter (February 2020 - June 2020):  
 (1) IISD and Dallas Baptist University faculty will complete the program design including identification of campuses, selection of principal mentors, creation of framework, and calendar of grant activities to ensure alignment with IISD's Leadership Framework and requirements of the Texas 268 Integrated Pillars; (2) Recruit and attract a robust pool of highly qualified and diverse candidates; (3) Application process completed and 10 diverse Principal Fellows selected for clinical residency program by May 15, 2020; (4) District Principal matched to each Fellow and meetings to begin by June 2020; (5) 10 Fellows meet enrollment requirements and pay tuition/fees to take 9 credit hours towards Master of Education in summer semester; (6) 10 Mentors and one DBU staff member will attend the TEA Principal Residency Summer Institute.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

Benchmarks for the second quarter (July 2020- December 2020):

(1) 10 Fellows successfully complete 9 credit hours towards Master of Education in summer semester 2020; (2) 10 Fellows pay tuition/fees for 9 credit hours to be taken in fall semester 2020; (3) 10 Fellows complete job-embedded assignments with support of IISD Principal Mentors and DBU Faculty Supervisors; (4) Principal Mentors meet with Fellows and provide observation feedback at least once each week; (5) DBU Supervisors will meet at least one time with Fellows by September 30, 2020; and (6) 10 Fellows complete the Principal Fellow Survey (perception of mentoring and coaching) by December 20, 2020; (7) Successfully complete 9 credit hours towards Master of Education in fall 2020; (8) Pay tuition/fees for 9 credit hours to be taken in spring semester 2021.

**Third-Quarter Benchmark**

Benchmarks for third quarter (January 2021 - May 2021):

10 Fellows will (1) Complete job-embedded assignments with support of IISD Principal Mentors and Dallas Baptist University Faculty Supervisors; (2) Successfully complete Masters Degree; (3) Register to attend TEP/TAASP Conference with Mentors; (4) Successfully complete the TExES Principal 268 Exam & Performance Assessment for School Leaders to become certified to serve as a Principal in Texas; (5) Complete the T-TESS certification process & complete AEL in the Spring 2021; (6) Score distinguished in all T-PESS dimensions during Induction period; and (7) Interview for leadership positions in IISD. (8) Strategic Planning Team completes Resident Evaluation & Program Evaluation Rubric by June 2021. (9) Dallas Baptist Supervisors complete 3 site visits & provide observation feedback to each fellow by May 2021.

**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.

Irving ISD and the Dallas Baptist University Leadership Department will work collectively during the 2020-2021 school year to implement a Principal Fellows Partnership Program. As a result of the program, ten teachers will become effective school leaders ready for a position of leadership in IISD. The district will form a strategic planning team to collect and analyze data to make necessary adjustments to meet the goals of the project.

**Project Evaluation Data:** Under the direction of the Chief of Schools, the Strategic Planning Team of district and university educators will develop a blueprint for the 2020-2021 Principal Preparation Program. The plan will outline SMART goals, objectives, action steps, benchmarks, and performance measures for each quarter of the project period. During the residency, Fellows will be expected to pass the TExES Principal Certification Exam, complete the Performance Assessment for School Leaders (PASL), and complete at least two performance activities for each principal competency, and successfully complete the defense of degree.

**Necessary Adjustments:** The Chief of Schools will guide the Strategic Planning Team in utilizing Site Based Decision Making (SBDM) process to monitor the implementation of the project. The team will meet at the end of each quarter to collect and analyze both project and student level data. Project level data including fidelity of implementation rubrics, residency logs, participation feedback, and grant calendar to ensure activities are implemented each quarter. Student level data will be monitored for each Principal Fellow including LPDAS performance, Walk-through Observations 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 summative SMART goal by the end of the grant period.

**Communication:** The Strategic Planning Team will meet 4 times during the grant period. The team will present formative and summative evaluation reports to the Superintendent and members of Cabinet. The district team will work with the university to use evaluation reports to make modifications to the EPP for the upcoming school year.

**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](mailto: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.

Irving ISD and Dallas Baptist University Educational Leadership faculty members have established a process for the recruitment and selection of fellows. Each component of the targeted recruitment plan includes both IISD and DBU screening applicants to ensure a fair and rigorous selection process that identifies the "best fit" principal residents. Ensuring Diversity: IISD serves over 33,490 students including 14% African American, 72% Hispanic, and 9% White learners. Currently the district employs 2,262 teachers including 12% African American, 28% Hispanic, and 53% White educators. IISD school leadership includes 141 campus administrators. Currently, the ethnicity of leadership does not mirror students data. To ensure the ethnicity of Principal candidates reflect the student body, IISD leaders will be instructed to consider nominations of qualified Hispanic candidates. In addition, recommendations from counselors, lead teachers, and academic specialists will be sought to provide recruitment of diverse set of high performing teachers who might otherwise be overlooked.

Recruitment Practices: In the Spring of 2020, Irving ISD will hold an Instructional Leadership Fellow Seminar to showcase the residency program. IISD educators nominated to attend the program will be limited to teacher leaders who do not currently hold a principal or mid-management certification, have not held a principal role, and have been employed by the district for at least three years. From this subset of district employees, diverse teachers who exhibit exemplary content knowledge, instructional capabilities, and leadership traits in improving academic achievement for at-risk learner will be nominated to attend the event. During the event, prospective Fellows will learn about the program and District Leaders, Principal Mentors, and Faculty Supervisors will meet Dallas Baptist University Fellows Program applicants.

Applicant Identification: Teachers who wish to become Principal Fellows will submit an application that summarizes educational background, certification areas, and teaching experience. Collected information will also include professional resume, letters of recommendation from current supervisors, and current examples of student progress and success. The selection team will then screen the information to consider evidence for each candidate's leadership capacity based on five admission standards specified by TEA. (1) Evidence of Measurable Student Achievement: The search team will utilize Aware student data (CIRCLE, MAP, STAAR, and District Common Assessments) to determine the candidate's record as it pertains to student achievement and growth. Candidates with strong evidence of success with traditionally low performing student groups will be given the highest ratings; (2) Strong Evaluations and Appraisals: A review of formative and summative LPDAS evaluation documents over the past three year period will be conducted to determine each candidate's strengths and weaknesses. Highest ratings will be given to candidates with outstanding ratings in LPDAS Domains I (Active, Successful Student Participation in the Learning Process) and Domain II (Learner-Centered Instruction) (3) Interpersonal Leadership: Letters of recommendation from IISD leaders and LPDAS scores in Domain V: Professional Communication will be reviewed to determine excellence in working with students and peers; (4) Effective Response to Observation and Feedback: LPDAS and walk-through observation scores will be reviewed to determine improvement in areas targeted for growth; and (5) Growth Mindset: Personnel records and resumes will be reviewed to determine instructional leadership roles sought and achieved by the candidate within the grade level or campus (Academic Specialists, Interventionist, Team Leader, etc).

Predictor Assessment: Following the vetting and selection of candidates at the district level, potential candidates will be required to complete an application that includes open-ended questions on educational leadership. The selection team will review the application to evaluate the candidate's cognitive knowledge of school improvement, as well as demonstration of behavior traits such as problem solving, interpersonal, and leadership skills. Once the screening has been completed, Principal Fellow candidates will be ranked based on a predictor assessment rubric. 15 candidates will be selected to attend an interview.

Resident Selection: Irving ISD Leadership Team and Dallas Baptist University Educational Leadership faculty members will conduct the final phase of the selection process by conducting final round interviews. 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, the committee will examine IISD 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 2020-21 Principal Residency Grant Program.

**Statutory/Program Requirements**

2. Provide a description of the year-long, full-time residency, including sustained and rigorous clinical learning in an authentic school setting; substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Irving ISD will work closely with Dallas Baptist University staff and professors as the EPP partner to co-design and develop a dynamic, sustainable, rigorous and hands-on leadership pipeline that intentionally interweaves the district DNA (mindsets, skillsets and toolsets) with the state principal as instructional leader competencies. Selected residents will start their residency year in the summer of 2020 taking three foundational classes. These first classes will help set the theoretical and practical foundations for clinical experiences. They will apply the new skills during the summer through projects and live application in their schools. The residents will discover and develop their unique attributes and strengths (Gallup Strengths Coaching) while exploring and developing new ideas around the TASA's School Transformation Framework. The residency will use a gradual release model where candidates will observe, then participate and then lead in many different instructional and operational aspects of the school. During the residency, candidates will be involved in solving real, challenging and substantive issues faced by school leaders.

The program is designed with a full school year residency to give students powerful experiences that align with and integrate other coursework, Irving ISD's vision and values, and the principal competencies and the 268 pillars. Structure and flexibility are designed into the program where students are required to select projects (or propose their own - with the permission of their university and site mentors) in each of the 11 principal competencies. Candidates will be encouraged and shown how to extend these projects into building blocks toward their required PASL tasks. Candidates will be part of the campus continuous improvement team where they will collaborate with peers to analyze school data, perform a comprehensive needs analysis, decide on priority needs, develop action plans and budgets, implement the plans, monitor the fidelity of implementation, collect data and report on findings. Residents will participate in interviewing, on-boarding and induction of new staff. They will provide mentoring and just-in-time professional development for new teachers. As a part of their coursework, residents will conduct an action research project around a campus initiative being implemented. This research will provide data on the effectiveness of the initiative and the resident will present the findings to the campus administration and staff.

Site mentors and university supervisors will weekly work with the residents to discuss priorities, develop plans and provide reflective coaching feedback. Residents will write short reflective reports on each of the competency-based projects. Residents will learn and perform extensive practice in the area of instructional leadership. They will work with grade level or content area teachers to lead professional learning communities (PLC) as they analyze student needs and develop better instructional practices to meet those needs. Residents will be deeply involved in the implementation and analysis of district curriculum assessments and benchmarks. They will learn how to "unpack the standards" and lead teachers through that process to ensure lesson alignment with the TEKS. They will perform instructional walk-throughs and provide coaching, feedback and modeling of effective instructional and classroom management practices. Residents will also learn and practice the T-TESS framework of coaching and will earn their T-TESS certification during the program. They will utilize the developmental leadership model and practice having sometimes difficult conversations using the Crucial Conversations framework. While the extensive residency experiences are a tremendous help in preparing students for the TExES 268 exam, DBU also provide a free seminar for residents to help them prepare for the exam.



**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.

IISD currently implements a variety of data-driven systems that are utilized at the campus level throughout the school year. The systems are aligned to end-goal assessments such as district interims, state tests, and college entrance exams. IISD uses a calendar to implement these assessments which guide core instructional and intervention practices. Based on assessments results, campus staff design and implement best instructional practices to meet the needs of all students. Campus leadership teams meet regularly to analyze school-wide data to ensure effective action plans are developed to support teachers and students.

Weekly or bi-weekly campus-level professional learning community (PLC) data meetings are conducted and monitored by the campus Guiding Coalition. These PLCs focus on interim assessments, daily instruction feedback, and student work analysis. During PLC meetings, teachers and administrators review district and state curriculum, which should include IISD's monitoring of curriculum implementation and making adjustments based on students' needs.

Campus leadership teams will collaborate with district-level teams to provide campus level professional development directly connected to identified needs. New instructional practices learned through professional development are observed and monitored by leadership teams to provide timely feedback to teachers and students. Campus-based professional development is provided in a variety of ways, such as but not limited to, whole group learning, small groups, or teams, and job-embedded experiences with coaching support.

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.

Campus leaders provide feedback through systems and plans that best fit the needs of the campus. All Principals and Assistant Principals receive ongoing training in Paul Bambrick's Leverage Leadership 2.0 and Get Better Faster. Building teachers (and leaders) capacity is a top priority in IISD.

Instructional walks occur daily at the campus level. At the conclusion of these walks, leaders are expected to provide clear, timely, and useful feedback that identifies growth areas and guides the development. The IISD coaching model fosters open and collaborative campus culture that focus on instructional growth, supportive and contextual feedback, and development of individual and school-wide practices that effectively improve student learning. Campus leaders and leadership teams attend a series of professional learning sessions to ensure that they can provide knowledge of best teaching practices and model lessons for struggling and/or new teachers.

For the 2020-21 residency cohort, each program participant, Mentor Principal, and EPP Advisor will collaboratively plan opportunities to lead and document required hours of authentic leadership through actions, practices, experiences, and instructional protocols in an internship/residency log. This log will be another opportunity for participants to receive coaching and reflect on the internship experience as they document hours aligned to one or more Principal Standards. The Principal Mentor will engage in at least one check and connect visit per week with program participants. The EPP advisor will conduct 3 observations each semester. These observations will all provide a focus on coaching throughout the residency period and provide written feedback through an interactive conference, informal observations. Program participants will also conduct three classroom observations as if they were the principal (one with the Mentor Principal, one with the onsite coach, and one with a School Leadership Principal Supervisor), and debrief to further reflect on how best to coach, support, and evaluate teachers.

In addition to the three observations (which include pre and post conferences), participants will meet at least twice yearly for a one-on-one check-in with their EPP Advisor regarding their professional growth, which is another opportunity to model and coach the resident.

**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	<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"/>

**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	<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"/>
<b>LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)</b>	<input type="text"/>



**Request for Grant Funds**

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**

Average Salary and Benefits for 10 Principal Fellows	<input type="text" value="450,000"/>
Stipends for Mentors (\$1,000 each)	<input type="text" value="10,000"/>
Tuition (\$20,220/candidate 30 hours)	<input type="text" value="207,700"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

Gallup Strengths Coaching	<input type="text" value="6,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

<input type="text"/>	<input type="text"/>
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**OTHER OPERATING COSTS (6400)**

268 & PASL Exam and Reimbursement (\$575/Resident)	<input type="text" value="5,750"/>
Travel for 10 Fellows to attend Leadership Conference in Austin (TEPSA/TASSP)	<input type="text" value="10,800"/>
Travel for 10 Principal Mentors to attend TEA Principal Summer Institute 2020	<input type="text" value="9,750"/>
<input type="text"/>	<input type="text"/>


Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

# RELAY/GSE

## Attachment 1: Leverage Leadership Readiness Assessment

<p><b>Leading Data Driven Culture:</b> <i>How would you describe your team's...</i></p>	
<p>a. Use of interim assessments, across grades and subjects, that are aligned to end-goal assessments (i.e. state tests, college entrance exams, etc.)?</p>	<p>4 - E</p>
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	<p>4 - E</p>
<p>c. Delivery of professional development that prioritizes data driven instruction, which includes: modeling assessment analysis, action planning, and flexibly adapting to student learning needs?</p>	<p>2 - <input checked="" type="checkbox"/></p>
<p>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?</p>	<p>3 - <input checked="" type="checkbox"/></p>
<p>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?</p>	<p>3 - <input checked="" type="checkbox"/></p>
<p>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?</p>	<p>4 - E</p>
<p>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)?</p>	<p>3 - <input checked="" type="checkbox"/></p>
<p>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?</p>	<p>3 - <input checked="" type="checkbox"/></p>
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	<p>3 - <input checked="" type="checkbox"/></p>
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	<p>3 - <input checked="" type="checkbox"/></p>

# RELAY/GSE

## Attachment 1: Leverage Leadership Readiness Assessment

	0 - Lacking 1 - Attempting 2 - Foundational 3 - Proficient 4 - Exemplary
<b>Leading Observation Feedback</b> <i>How would you describe your team's...*</i>	
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	3 - <input checked="" type="checkbox"/>
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 - <input checked="" type="checkbox"/>
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?	3 - <input checked="" type="checkbox"/>
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 - <input checked="" type="checkbox"/>
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 - <input checked="" type="checkbox"/>
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	3 - <input checked="" type="checkbox"/>
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	2 - <input checked="" type="checkbox"/>
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	3 - <input checked="" type="checkbox"/>
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 - <input checked="" type="checkbox"/>
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 - <input checked="" type="checkbox"/>