



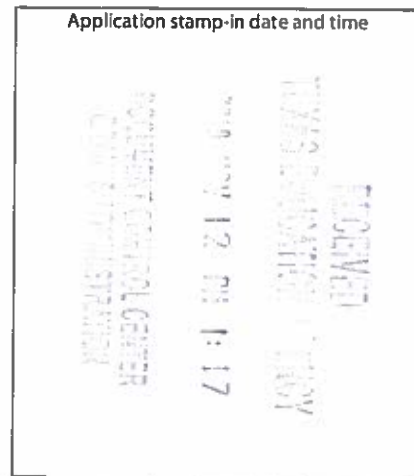
2020-2021 PRINCIPAL RESIDENCY GRANT PROGRAM, CYCLE 3
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 12, 2019

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 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):

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
- Debarment and Suspension Certification
- General Provisions and Assurances
- Lobbying Certification
- Application-specific Provisions and Assurances
- 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.

8080-020597

701-18-105-013

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
We are a fast growth district requiring a new school to open every 2 years for the next 8 years.	Opening a new school requires an experienced principal. This has created vacancies mid-year which are best filled by internal candidates. Funds from this grant will help us train new principals to replace experienced principals opening new campuses.
We had 5 principal vacancies in 2019.	Grant funds will help create a system for training new campus administrators.
Although we have 4 Spanish Dual Language elementary schools in the district and 42% of our student body is Hispanic, only 9% of our principals are Hispanic.	Grant funds will help create a system for training new bilingual campus administrators that better match the demographics of our students.

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.

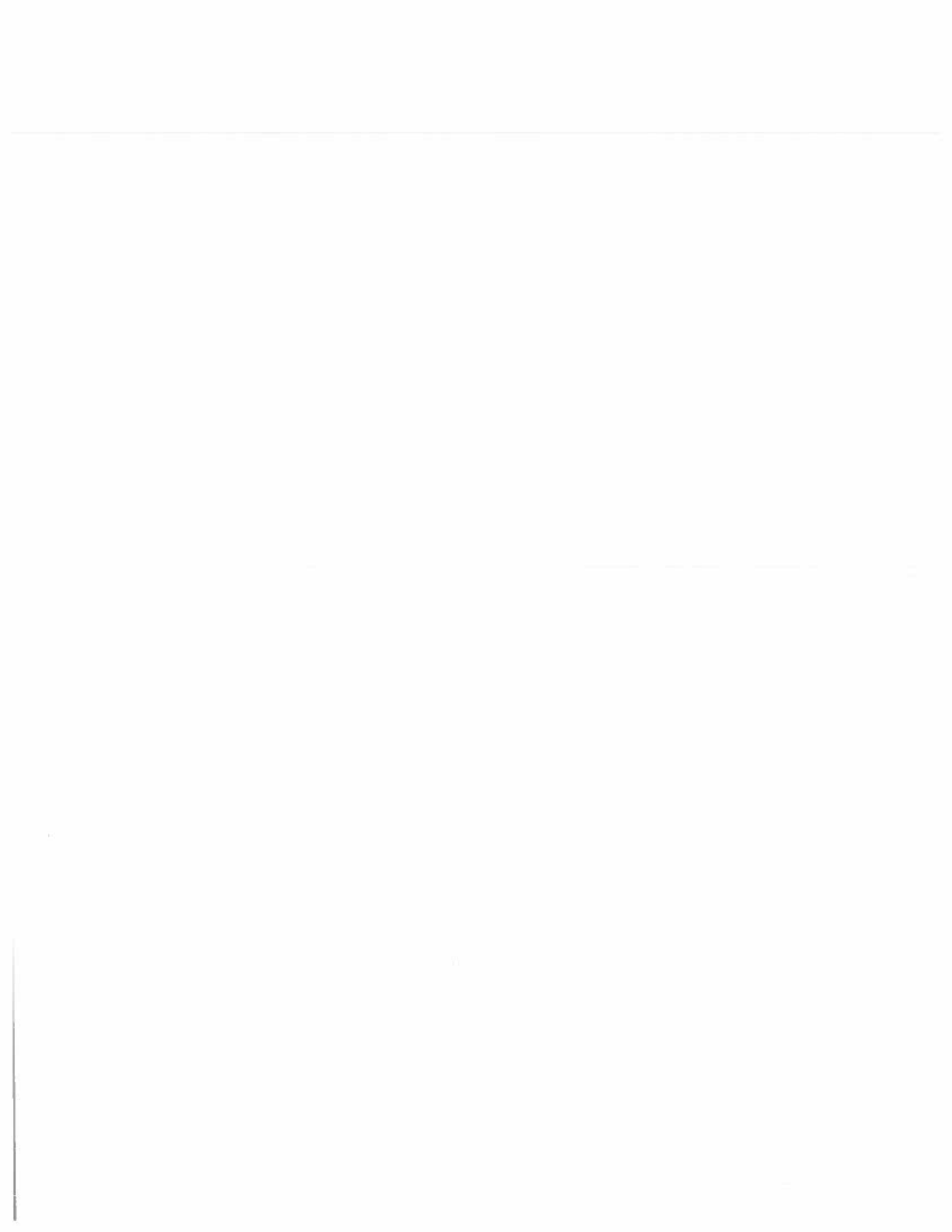
Hutto ISD will identify and train four principal candidates to meet all the criteria of the Exit Competencies of the Texas 268 Identified Integrated Pillars as measured by Domain 4 of the Principal Residency Grant Fidelity of Implementation Rubric.

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

Hutto ISD will identify four principal candidates that meet "Most or All Criteria" of the Domain 1: Resident Recruitment and Selection criteria for principal residency applicants.



Measurable Progress (Cont.)

Second-Quarter Benchmark

Hutto ISD will train four principal candidates to meet "Some Criteria" of the Exit Competencies of the Texas 268 Identified Integrated Pillars as measured by Domain 4 of the Principal Residency Grant Fidelity of Implementation Rubric.

Third-Quarter Benchmark

Hutto ISD will train four principal candidates to meet "Most Criteria" of the Exit Competencies of the Texas 268 Identified Integrated Pillars as measured by Domain 4 of the Principal Residency Grant Fidelity of Implementation Rubric.

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.

In Hutto ISD, we have created a system of principal and assistant principal coaching. We have aligned our coaching to Paul Bambrick-Santoyo's Leverage Leadership and use our Directors of Secondary and Elementary Curriculum and the Assistant Superintendent of School Support, all former principals, to work individually with campus administrators. As we work with administrators, we use a common set of criteria to determine success in three major areas: Leading Data Driven Instruction, Quality Observation and Feedback Systems, and Student Engagement. The data we gather from these coaching sessions impacts our monthly professional development for campus administrators.

With the support of the grant funding, we would leverage this same principal coaching system to train our principal residents in the same competencies outlined by the Residency Exit Competencies, some of which overlap with our Leveraged Leadership driven coaching. To help with the assessment of their growth, residents would video themselves in action providing feedback or leading a Data Driving Instruction meeting. These can be analyzed with a principal or a principal coach from central office.

If we were to find that our residents were not progressing through the data gathered by our coaching cycles, we could change the program in a number of ways. For example, if all the residents were struggling in a particular area, we could provide a group professional development session or move all four residents temporarily to a campus where they can see a successful principal up close and in action. Alternatively, we could have residents shadow an experienced principal with a strength in that area.



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.

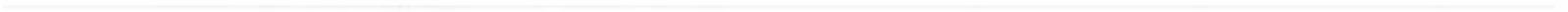
The applicant assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in June 2020.

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.

Our plan for recruitment involves three phases. In the first phase, we will advertise internally to attract the best applicants. We will use our website, social media (#HippoNation), and district-wide emails. In addition, we will encourage campus principals and district administrators to refer candidates, especially bilingual candidates from our four dual language schools. We recognize that having only 9% of our principals and 12% of all our administrators being Hispanic is disproportionate to our student population which is 44% Hispanic so some weight will be given to these candidates in Phase I. Prospective residents will be invited to attend an informational meeting/reception where we will describe the final two phases of the process as well as invite them to apply online. Finally, we will end this phase by using a rubric to screen applications for applicants that have demonstrated leadership, measurable student achievement, diversity, and a commitment to improvement. All applicants that score high enough on the rubric will be invited to the assessment phase of the process.

In Phase II, applicants will be rated on a series of tasks designed to test their communication skills, interpersonal skills, and understanding of educational leadership. Tasks could include evaluating a data set, creating an improvement plan, and presenting the plan. Applicants will also be asked to work together on an activity. The assessment will be scored by a group of experienced sitting or former principals. Those applicants who meet the scoring criteria will move on to the third phase of the process.

Phase III will be an interview with a representative from the Educator Preparation Program, the potential principal mentors, and members of the Hutto ISD executive team including the superintendent and assistant superintendent. The purpose of the interview is to not only ensure the applicant is committed and motivated to succeed, but also to determine which campus will be the right fit for the resident. We will consider the applicant's strengths and weaknesses as well as personality to match them with the best mentor.

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.

A successful residency program must strike the balance between allowing residents to do the actual work of a campus administrator while also allowing enough time for residents to receive feedback and reflect and adjust. While we intend for the resident to be a full-time member of the assigned campus with the title of Assistant Principal Resident, we do not want them to actually be a full-time assistant principal. To that end, we have created a three part residency that covers all of the Texas 268 Identified Integrated Pillars. Each part will proceed concurrently throughout the year.

The first part of the residency covers the Integrated Pillars we know as part of the Hutto ISD Administrator Tool Kit. This includes Data Driven Instruction, Observation and Feedback, and Curriculum Alignment. These topics are already a part of the annual training and discussions that occur at district level administrator training as well as campus admin team meetings. Residents will be expected to take part in all of these monthly meetings and discussions as well as read Leverage Leadership by Paul Bambrick-Santoyo. In addition, they will accompany their mentor as each of these three pillars are implemented on the campus level. As the resident's experience and confidence grows, it will be expected by the Spring semester that the resident will be able to lead a DDI meeting, conduct observations and give strong feedback, and understand and evaluate the alignment between the written, taught, and assessed curriculum in a particular subject area.

The second part of the residency will be an Action Research Project overseen by the EPP and the principal. The Action Research Project will develop the resident's strategic problem solving skills by asking them to identify and tackle a problem related to diversity and equity, another Integrated Pillar. The final product of the project will be the creation of a professional development to support teachers in overcoming the identified problem to be presented to the faculty by the Spring semester.

The third and final part of the residency involves learning skills wholly apart from the instructional realm, but still necessary for success. This part includes practice in Communicating with Stakeholders and Hiring, Selection and Retention. While most of the training for the first two parts is front loaded in the Fall semester, this third and final part really centers around the Spring semester. During this time, residents will gain experience evaluating applications and participating in interviews. Residents will also experience communicating with outside stakeholders through both public events at the campus, participating in campus advisory team meetings, and working with parents whose children might be experiencing academic or discipline issues.

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.

During the 17-18 school year, district and campus administration introduced the concept of the Data Driven Instruction model to teachers. While elements of DDI had existed prior to that school year, the process had not been fully integrated into campus culture. Now in the 19-20 school year, we have fully functional DDI systems at every campus. While the level of quality varies, we have made important strides towards systemic quality implementation. Our DDI End of Year Assessment Rubric score has risen from a 56 out of 100 in May of 2018 to 68 out of 100 in May of 2019 with a score of 75 indicating a well implemented system, albeit with room for improvement. We expect to reach that mark by May of 2020.

The district has a set of Interim Assessments for most subject areas 3rd grade through 11th grade. In PK through 2nd grade we use set math and literacy screeners as our data. Assessment development is led by the curriculum staff but done with campus teachers. This ensures both alignment and consistency as well as teacher buy in and understanding. We have a set calendar for giving the exams and getting data into the hands of teachers and campus administrators. Shortly after, principals attend DDI Meetings with their teachers to discuss plans for improvement. The meetings end with teachers committing to action and administrators aligning their observation and feedback calendar to the dates teachers will implement the change or reteach. In this way, we link our observation and feedback to the results of our assessment data.

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 17-18 school year, we also introduced the Observation and Feedback system to principals. In the 18-19 school year we began full district wide implementation. When we implemented, we agreed upon four non-negotiable aspects of the system. Outside these, principals were free to design their system electronically or in google forms or any other way. The non-negotiables are that principals will 1). Ensure all teachers are receiving the right quantity of observations and high quality feedback; 2). Evaluate the effectiveness of feedback received by teachers with their leadership team; 3). Ensure the leadership team's fidelity to the HISD system; and 4). Determine the proper dedication of time and resources to ensure teacher effectiveness is improving based on data from observations.

We have ongoing training for principals and assistant principals on effective feedback using both videos and live practice. The assistant superintendent that oversees campus operations has regular coaching sessions with principals to review their observation and feedback systems to ensure adherence to our non-negotiables and offer guidance and coaching on improvements. We have found that teachers are generally more receptive and appreciative of the face-to-face bite-sized feedback they are getting over the past when they would receive paper checklists.

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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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

Estimated salary with benefits for four principal residents.	240,000
\$2,000 stipend for four mentor principals	8,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Certification exam costs	1,000
Tuition Costs for four principal residents	40,000

SUPPLIES AND MATERIALS (6300)

Professional development materials and curriculum textbooks	1,120
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OTHER OPERATING COSTS (6400)


Travel costs associated with the program for residents and assistant superintendent or director	8,000

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

		5 - Exceeding 4 - Approaching Z - Foundational 3 - Proficient 4 - Emergent
Leading Observation Feedback <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
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?		3
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?		1
g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?		3
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?		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?		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"?		1

<p>Leading Data Driven Culture: <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>3</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>3</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>3</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>2</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>4</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>3</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</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</p>
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	<p>3</p>
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	<p>2</p>