



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

NOGA ID [REDACTED]

Authorizing legislation **ESEA, as amended by P.L. 114-95, ESSA Title II, Part A**

Applicants must submit one original copy of the application and two copies of the application (for a total of three copies of the application). All three copies of the application MUST bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division
 Texas Education Agency
 1701 N. Congress Avenue
 Austin, TX 78701-1494



Grant period from **February 1, 2020 - August 31, 2021**

Pre-award costs are not permitted.

Required Attachments

Attachment 1: *Leverage Leadership Readiness Assessment*

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds): **NA**

Applicant Information

Organization **Fort Worth ISD** CDN **220906** Vendor ID **1-75600163** ESC **11** DUNS **073177776**
 Address **100 North University Drive** City **Fort Worth** ZIP **76107** Phone **817-814-2000**
 Primary Contact **Karen Molinar** Email **karen.molinar@fwisd.org** Phone **817-814-1954**
 Secondary Contact **Sammy Monge** Email **sammy.monge@fwisd.org** Phone **817-814-1950**

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 **Kent P. Scribner** Title **Superintendent**

Email **Kent.Scribner@fwisd.org** Phone **817-814-1900**

Signature Date **11/11/19**

Grant Writer Name **Sammy Monge** Signature Date **11/11/2019**

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

ADD 030107

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
1. There is a need to increase the diversity of our campus leaders, especially our Hispanic campus leaders, to better reflect our student population (29.1% of campus leaders are Hispanic compared with 63.1% of students; 32.83% are White as compared to 11.2% of students; 37.31% are African American compared to 22.1% of students.)	Strategic recruitment strategies will be utilized with specific emphasis in targeting our diversity need. Educational leaders will be encouraged to nominate racially and ethnically potential resident for the program. We will utilize multiple internal social media outlets as part of our recruitment efforts.
2. High turnover of campus leaders. 14 new Principals this year (2019-2020). 19.5% of our Principals indicated they will be looking for a new position in 2 to 3 years, 13.1% in 1 to 2 years and 13% in 4 months to 1 year.	This program will provide 10 highly-qualified diverse candidates a one-year Principal residency program with an emphasis on job-embedded coaching to promote real time leadership development. Residents will be required to sign a contract to commit to FWISD 3 years beyond the completion of the program.

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.

100% of the 10 principal residents, engaging in a 1-year job embedded principal coaching model, will successfully complete the program resulting in them receiving their principal certification by August 2021. Fort Worth ISD will partner with an EPP to recruit, develop and identify a cohort of at least 10 principal residents to build a Principal pipeline of data-savvy, instructional, equitable and culturally responsive leaders. Residents will engage in academic instruction that is built around problems of practice that school leaders confront in school improvement processes. Residents are taught theoretical and leadership frameworks and research on effective schools. All academic classes are designed to provide residents with a blended theory of learning to implementing these practices in their residential experience.

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

We will measure progress by ensuring we will operationalize critical systems in February - May to include:

1. In collaboration with the EPP, design a recruitment plan to select a diverse pool of candidates
2. Recruit a diverse and robust group of candidates
3. Implement an Assessment Center
4. Select a robust pool of Principal residents by participating in a rigorous assessment center aligned to the Texas Principal Standards and Effective Schools Framework

Measurable Progress (Cont.)

Second-Quarter Benchmark

FWISD and EPP will measure progress by ensuring we will operationalize critical systems in June-September to include:

1. Identify Principal coaches and place Principal residents at schools with Principal coach
2. Collaborate with the EPP to integrate district initiatives in the EPP coursework curriculum aligned to the Texas Principal Standards, Effective Schools Framework and FWISD mission and goals.
3. Principal Residents attend 12 hours of on-site instruction at the University of Texas at Austin to develop school improvement strategies, with an emphasis on creating more equitable and culturally responsive schools. Residents will utilize school, district, and community context as well as unique school case studies to apply instructional leadership
4. Conduct a meeting with principals and residents regarding roles/responsibilities that will be monitored and measured.
5. Develop the resident's Individual Learning Plan

Third-Quarter Benchmark

We will measure progress by ensuring we will operationalize critical systems in October - June to include:

1. UT field supervisor and district leaders will conduct site visits to observe Principal residents and provide feedback in real-time.
2. UT field supervisor and district leaders meet with Principals and Principal residents regarding the year long research project and equity audit and school improvement projects.
3. UT field supervisor and district leaders monitor the resident's Individual Learning Plans.
4. District leadership and EPP leadership team to discuss strengths and areas for support.

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.

We will be collecting data in several areas, including the following:

- GPA of each principal resident
- Class attendance and completion of required activities related to completion of coursework
- Progress of resident's Individual Learning Plan
- Feedback from Principal coaches and field supervisors
- Residency experience feedback survey
- All data elements as required in the grant guidelines

The main purpose of this project is to recruit, identify, select, train and place current successful leaders into campus leadership roles where they are able to positively impact student achievement. Anywhere along the way where data shows lack of success, key district personnel along with key University of Texas at Austin personnel will collaborate to determine the root cause and what changes need to occur in order to get back on track. We will be monitoring all involved and Principal residents in the program and adjust as needed.

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.

The district will identify and nominate 10-15 potential participants in the program to address diversity and mirror that of the student population, who currently serve as teacher leaders, or in other educational roles to be recruited and selected in collaboration with the district and University of Texas at Austin.

Participants will be nominated by educational leaders in the district in a process that includes:

- Educators who have taught two or more years as a classroom teacher and have experienced classroom/school academic achievement
- Educators who have successfully served in campus/district/community leadership roles
- Members of the campus/district instructional leadership team
- Educators must be diverse and representative of the student of the Fort Worth Independent School District.

These potential participants will apply by the university's deadline and are required to meet the expectations outlined in the University of Texas at Austin Graduate Admissions Office.

District leaders and the UT faculty will jointly conduct an assessment center with an emphasis on the identification of potential school leaders who reflect district and campus demographics and/or a strong commitment to meeting the needs of diverse school communities as well as great leadership potential.

Selected candidates will fulfill their full-time residency experience for the school year. The assessment center engages the candidates in three activities including:

1. a data presentation,
2. observing teacher instruction and giving feedback and
3. engaging in an interview and presenting an artifact on teaching and learning, where they show evidence of impacting student achievement.

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.

Residents are placed in a school on the leadership team. The curriculum is designed to prepare school leaders to address a number of fundamental educational questions:

- What should be taught, to whom, for what ends?
- How can school programs be organized to optimize the educational development of students?
- What processes can be employed to enable teachers and others to understand the strengths and weaknesses of schools?
- What improvement processes should be used to advance student learning?
- How do we achieve equity in student academic outcomes?

The core classroom content and the field experiences integrate the university's knowledge base with the guidance of field supervisors and on-site Principal coaches to equip the residents with leadership skills to identify address, and solve school-based problems. In the total program, resident's belief systems are strengthened realistically, so that subsequently these educators are able to set clear goals, motivate others, and project a collective vision of effective schooling. The following question guides each course and field experience:

- What do the learning objectives and outcomes for each course meet the overall curriculum goals?
- How do those learning objectives and outcomes align to equity and active learning?

We will use problem-based instruction as a general strategy in which residents actively resolve complex school problems in realistic situations. As an instructional model, we use "learning prompts," which serve both to intrigue the learner and ensure high quality learning outcomes. Moreover, the residency experience is structured for the student to actively participate in real school problems.

Thus, the structure of instruction is built around problems of practice that school leaders confront in school improvement processes. Residents are taught theoretical frameworks and research on effective schools. All classes are designed to provide a blended theory to practice approach to learning. Problems of practice are implemented in all classes to increase their understanding of key aspects of school improvement and instructional leadership practices by using them to critically consider and address authentic real-world problems. The primary goal is to learn theoretical frameworks, research skills, and application skills needed to solve problems of practice. Those skills contribute to develop school improvement strategies, with an emphasis on creating more equitable and socially just schools. It is be done in a way that allows residents to utilize school, district, and community context as well as unique school case studies to apply instructional leadership, equitable and culturally responsive leadership practices.

Residents engage in several practices assessed by their instructors and on-site principal through a variety of assessments. The residency experience provides each individual an opportunity for understanding the role and responsibilities of the Principal in the discharge of various school district functions. This is facilitated through assignments with active principals and other leaders who serve as mentors throughout the duration of the residency program. The Principal coaches are organized and guided by the program advisor and district leadership team in addition to the UT field supervisor/advisor.

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.

All of our schools have received training on effective professional learning communities (PLC). Our schools have regular time where teachers meet in PLC to look at current data and make instructional decisions based on the data. It's in these PLC, based on data, that teachers' professional learning needs identified.

Fort Worth ISD currently uses the following:

- Common Assessments
- Campus Needs Assessment (CNA)
- Campus Educational Improvement Plan (CEIP)
- District Improvement Plan
- School Performance Framework

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 are expected to spend time each day going in and out of classrooms. They are expected to have a walk-through calendar to ensure all teachers are regularly being observed. They are to use one of the district approved walk-through forms as they observe their teachers. The forms include a section for specific feedback of expected teacher change behavior that will lead to improved student outcomes. The completed walk-through forms are housed in Eduphoria where their supervisors can monitor their completion and the quality of feedback. For the past three years the district has also conducted a district wide stakeholder survey that is aligned to the Department of Education's National Climate Survey.

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)

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

Resident Salary (10 x \$60,000)	<input type="text" value="600,000"/>
Principal Coach Stipend (10 x \$1,000)	<input type="text" value="10,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

PROFESSIONAL AND CONTRACTED SERVICES (6200)

Program Evaluator	<input type="text" value="8,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

SUPPLIES AND MATERIALS (6300)

Books for Book Study with Coaches and Residents	<input type="text" value="6,445"/>
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OTHER OPERATING COSTS (6400)

Certification Exam Fees (10 x \$150)	<input type="text" value="1,500"/>
Travel to EPP Site	<input type="text" value="48,000"/>
<input type="text"/>	<input type="text"/>
<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>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>3</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</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>4</p>

RELAY/GSE

Attachment 1: Leverage Leadership Readiness Assessment

Leading Observation Feedback <i>How would you describe your team's...*</i>	2 - Foundational 3 - Proficient 4 - Exemplary
a. Content knowledge expertise in one or more of the core subject areas (Math, Language Arts, etc.), including: knowledge of best teaching practices; knowledge of current standards; and ability to model lessons for new or struggling teachers?	4
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	4
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	4
d. Use of a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development?	4
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?	3
g. Use of systems for following up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?	3
h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?	3
i. Use of genuine moments of affirmation that are: organically embedded into feedback meetings, linked to previous action steps, and designed so that teachers can reflect on the impact of their own improvements?	2
j. Ability to provide real-time feedback that: takes place during class, supports the flow of class, uses nonverbal signals, and gives teachers a sense of "what to do"?	1