



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

NOGA ID

Authorizing legislation

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:

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Grant period from

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
- 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.

*2020-08-18*

**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
Waxahachie ISD needs close or eliminate the gap in demographics between the student population and principals. The African American student population is 12.61% compared to 7.14% of principals. The Hispanic student % is 36.47 compared to 28.57% principals.	WISD plans to address this need by systematically recruiting teachers and coordinators from underrepresented populations into a principal training program designed to provide meaningful leadership experiences and increase opportunities for long term success.
Current campus principals enter roles with limited training in the areas of instructional leadership & data driven decision making. Experiences primarily are those of assistant principal vs. an instructional leader.	WISD Principal Residents will spend one day per month with the Director for Assessment & Accountability and one day per month with the Executive Director for Curriculum & Instruction. This experience will provide residents with an understanding of the components that should be driving campus decisions.
Retention of experienced principals on the campus level fails to meet district expectations. The average experience for principals in WISD is only four point seven years, while the state average exceeds six years.	Residents will enter campus principal roles better prepared for success. A year of residency will provide the experiences necessary to lead a campus from day one. A great start for new principals will inspire confidence from staff and central administration, thus setting the stage for extended careers in campus leadership.

**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.

By the end of the 2020-2021 Principal Residency Grant Program, Cycle 3, Waxahachie ISD will have;

1. Two program participants from underrepresented populations who have completed a meaningful residency, mentored by an effective campus principal;
2. Principal residents trained in instructional leadership and data driven decision making; and
3. Two program participants from underrepresented populations who have completed a Principal Preparation program with UT Tyler, certified and prepared to serve as campus leaders.

**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

1. Principal Residents will have been recruited and selected for the grant program.
2. Residents will have enrolled in the UT Tyler Principal Preparation Program.
3. Mentor Principal will have been assigned.
4. Resident and Mentor will have attended the TEA lead conference in June.
5. All documentation will have been provided by residents to district leadership.

**Measurable Progress (Cont.)**

**Second-Quarter Benchmark**

1. Residents will have completed 18 hours in the Principal Preparation Program.
2. Participants will have a semester of residency completed. One assigned project will be finalized and presented to project lead.
3. Mentor Principal will have completed 1st cycle of evaluations for residents.
4. Documentation of completed hours and evaluations will be provided to district leadership.

**Third-Quarter Benchmark**

1. Participants will be on schedule with college hours to complete the Principal Preparation Program by the end of the grant cycle.
2. Residents will have completed a second independent project.
3. Mentor Principal will have completed the 2nd cycle of evaluations for residents.
4. Documentation of completed hours and evaluations will be provided to district leadership.

**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.

WISD will use UT Tyler (the EPP) enrollment information, participant transcripts, mentor evaluations and principal certification test scores to evaluate and modify the Principal Residency Program. Each quarter the committee overseeing the planning and participation of the Principal Residency Program will meet and evaluate the progress of participants.

In the event program participants fail to meet established benchmarks, the committee may issue directives and develop action plans aimed at ensuring the overall success of the Principal Residency Program. Examples of potential modifications include establishing program recovery plans for participants, providing longer opportunities in the areas of curriculum, instruction, assessment and accountability, and tutoring for EPP courses.

The curriculum map for residents includes 33 major evaluations embedded in 11 courses. Also, embedded within the courses, and within the practicums, are the 10 pillars required of principal preparation courses offering the 268 TExES with Performance Assessment for School Leaders (PASL).

Residents will be provided with the tools and training to perform self-evaluations. Principals with the skills necessary for self assessment have the ability to reflect on their performance, gauge the strengths and work on the weaknesses. Information gathered from all evaluations makes residents active participants in their on-going education and professional development.

**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.

All students benefit from having campus leadership from a variety of backgrounds, races and ethnic groups. This experience better prepares them to succeed in an increasingly diverse society. WISD targeted campuses will better serve students with diverse campus leadership teams. WISD will incorporate a systemic approach to recruit participants/candidates for the Principal Residency Program. In order to identify and recruit high quality candidates, WISD will incorporate the following action steps:

1. Survey teachers to obtain an overview of interest in the targeted population.
2. Hold informational meetings to promote the Principal Residency Program and establish the benefits of having equitable diversity on campus leadership teams.
3. Identify indicators of success for Principal Residency candidates. These indicators will include past performance evaluations, evidence of measurable student achievement, a willingness to commit long term employment, evidence of problem solving, and a growth mindset.
4. Solicit nominations to the Principal Residency program from campus and district leadership.
5. Reach out to candidates possessing indicators of success essential to the program and have one on one meetings to discuss the Principal Residency program and goals.

Ultimately, WISD will develop a rubric, incorporating the indicators of success, to evaluate and select candidates for entrance into the Principal Residency program. Candidates representing the diversity of the student population will be given top priority recruitment and selection.

The WISD goal for this program is to have all residents in this program from underrepresented populations. However, classroom success, commitment to the district, commitment to the community and previous leadership evidence will play a vital role in candidate selection.

**Working Recruitment & Selection Rubric:**

10 Points – Positive recommendations from past supervisor(s) and digital presence;

10 Points – Meets criteria for program entry as applicable;

- Eligible for entry into the UT Tyler (EPP) program,
- Holds a Texas teaching certificate and at least 3 years experience,
- Meets UT Tyler Graduate school entry requirements

20 Points - Candidate shows evidence of interpersonal leadership, strategic problem solving ability, and a growth mindset;

20 Points – Currently employed by the district and has strong past performance evaluations;

40 Points – Belongs to an underrepresented demographic in the student enrollment/Campus Principal representation gap.

Total available points: 100

**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.

The Principal Residency Program for Waxahachie ISD will consist of a year-long engagement for participants. Residents will have no teaching responsibilities. Each participant will be paired with an experienced, mentor principal. Participants and mentors will attend the TEA led summer conference in June. The residency will begin July 1, 2020. Residents will be involved in all aspects of pre-school planning. Shadowing their mentors, they will observe and provide input for hiring, scheduling, budgeting, staff development and student logistics. All staff members will be briefed on the program and the role of the resident. Merely taking on the functions of an assistant principal would be considered a failure in our program. We anticipate the teaching and support staff on campus to play an integral role in the development of the aspiring principal. The residency experience will include three major projects.

For project one, the resident and mentor will work together to identify an area of professional development in which the resident will prepare, deliver, and provide follow-up activities for staff. The professional development planning will include:

- teacher and staff input,
- learning experiences that works for teachers, instead of just making work for teachers;
- a collective growth mindset;
- activities to encourages collaboration; and
- the components necessary to build ownership and trust.

Once school begins, the resident will be immersed in the logistical responsibilities of campus leadership. The resident will keep a journal to document daily observations and generate real-time questions for his mentor. At the end of week three, the resident and mentor will meet to discuss the journal, answer questions and identify a significant problem/challenge in the school that influences practice and student learning for project two. The resident will be charged with developing and executing an action plan that addresses and resolves this issue.

Project three will focus on efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture. This task will require the resident to implement effective instructional practices and data driven decision making in a manner that builds buy-in from the staff and improves student achievement.

Residents will receive a weekly evaluation report from their mentor. All major projects will be reviewed by the mentor and the Principal Residency Planning and Implementation team. Meaningful feedback will be provided for all projects. Each resident will be evaluated using the district assessment tool for campus principals.

The WISD will residency program will include the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving.

The UT Tyler principal program supports residency programs by providing courses leading to a Masters in Educational Leadership with principal certification. The program requires practicums in both fall and spring (3 semester credit hours each semester for a total of 6 semester credit hours of practicums), which allow for year-long residency programs and increased practicum experiences.

**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.

Waxahachie ISD employs numerous data-driven instruction systems currently implemented at the campus level. STAAR test results provide information relating to student learning and readiness for the next grade level. WISD utilizes STAAR test results to make certain students are receiving the instruction, curriculum, facilities, and financing needed for academic success.

Benchmark exams provide critical data points between formative and summative assessments. Data obtained through benchmark exams helps guide future teaching focused on the strength and weaknesses of student mastery.

District Common Assessments (DCA) are implemented at the unit level in WISD. DCA's are developed cooperatively by teachers and district curriculum specialist. DCA instructional systems provide data to assess achievement level of students, regardless of teacher.

WISD utilizes ISTATON to measure and instruct students in skills most predictive of reading success. Students begin by participating in a 30-minute software based assessment. Based on the data provided in personalized reports, learners are seamlessly placed in interactive online instruction. Teachers are provided with reports essential to providing intervention to struggling students.

Education Galaxy serves as the math assessment and intervention program. This program is designed to be a resource for students needing extra attention in understanding math skills. The diagnostic feature of Education Galaxy identifies skills gaps and creates personalized educational tracks for individual students. Reports provide weekly and monthly progress monitoring and helps teachers to create lesson plans for ability groups.

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.

Currently, the district houses all observation forms in Eduphoria. Principals access walkthrough forms, complete them during the observation, and then electronically submit them to teachers for viewing. Walkthroughs are a critical component of continuous assessment. As a feedback system, walkthroughs allow principals to see curriculum in action, observe instructional delivery, gauge school climate, engage in collaborative conversation, and establish their role as the instructional leader.

In person feedback typically only happens if there is a major concern that needs to be addressed. WISD uses the T-TESS appraisal system and implements the pre-conference, observation, and post-conference model. T-TESS does separate students and teachers into different observational areas. This observation and feedback system captures the aggregate of the educational process. T-TESS provides educators with a continual stream of feedback and data, with the goal being to create a mode of continuous improvement.

If a principal needs assistance in determining instructional needs, he or she can contact the content coordinators for their expertise. Most principals frequently walk classrooms during instruction and some leave handwritten notes or send a brief email after.

**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**

Salary for 2 Participating Residents	140,000
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

<input type="text"/>	<input type="text"/>
<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)**


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

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

## 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>	3
<p>b. Use of a detailed implementation calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching?</p>	1
<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>	1
<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>	1
<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>	3
<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>	1
<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>	1
<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>	1
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	2
<p>j. Ability to lead lesson/unit planning activities that are connected to the trends that the data show?</p>	2

**Attachment 1: Leverage Leadership Readiness Assessment**

	<p>0 - Lacking 1 - Attempting 2 - Foundational 3 - Proficient 4 - Exemplary</p>
<p><b>Leading Observation Feedback</b> <i>How would you describe your team's...*</i></p>	
<p>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?</p>	2
<p>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?</p>	2
<p>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?</p>	1
<p>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?</p>	2
<p>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?</p>	1
<p>f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?</p>	1
<p>g. Use of systems for following-up with teachers after observation and feedback meetings (e.g. teacher binders, tracking systems, etc.)?</p>	1
<p>h. Ability to consistently identify high leverage trends across multiple observations and to identify topics for grade-level/whole school professional development?</p>	1
<p>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?</p>	1
<p>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"?</p>	1