



**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.

2020-020643

**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
KISD needs to increase the number and quality of internal candidates for campus Principal/AP positions. (KISD only received 5 applications from internal candidates for 4 open positions in 2019. None of the internal candidates were hired for the open positions.)	The KISD Principal Residency Program seeks to increase the number and quality of internal administrative candidates by building strong campus leaders and helping support internal leadership pipelines through full-time, year-long principal residencies. KISD Principal Residents will be provided effective campus site mentors and field supervisors from the University of Texas-Tyler.
KISD needs to improve the diversity of candidates for campus Principal/AP positions. (2019 Campus Administrators - 62% White and 77% Female vs. 2019 Student Population - 43% White and 47% Female)	Through the KISD Principal Residency Program, KISD plans to include strategies to actively recruit a diverse pool of candidates, who mirror the student population. KISD will identify strong principal residents from current staff through a targeted recruitment and selection process.
KISD needs to improve retention rates and create an administrative "pipeline" for the future. (In the past 3 years, KISD secondary campuses have had an annual administrative turnover rate of 61.1%.)	KISD will partner with the University of Texas- Tyler to provide residents with course content focused on best practices in campus leadership, including a concentrated focus on instructional leadership. Residents will receive on-going professional development, and tuition assistance will be provided for coursework.

**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.

The goal of the Kennedale ISD 2020-21 Principal Resident Program, through a partnership with the University of Texas-Tyler, is to build strong campus leaders and help support internal leadership pipelines by establishing full-time, year-long principal residencies on each of the five (5) Kennedale ISD campuses, whereas strong principal residents are identified from the current staff through a targeted recruitment and selection process. The goal is for 100% of Principal Residents to 1.) complete required coursework at UT-Tyler to obtain Master's in Education Leadership, 2.) complete year-long residencies with authentic campus-based leadership experiences, 3.) pass the Texas Principal as an Instructional Leader 268 Exam, 4.) meet the requirements of PASL, and 5.) obtain Texas Principal as an Instructional Leader Certification by August, 2021.

**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.) The KISD Principal Resident Committee recruits and selects qualified candidates who reflect the diversity of the district's student population and places one Principal Resident on each of the 5 KISD campuses, with the cooperation and approval of campus Principals. 2.) All KISD Principal Residents are accepted to the UT-Tyler Graduate School and the School of Education and are enrolled in the UT-Tyler Educational Leadership with Principal Certification program beginning in the Summer I term of 2020. 3.) Principal Residents demonstrate success in Summer coursework (EDLR 5311 and 5313), per university standards. 4.) All KISD mentor Principals, EPP Representatives, and Principal Residents attend the TEA Principal Residency Summer Institute in June 2020 5.) Principal Residents are assigned an effective mentor, who, in most cases, is the campus Principal. 6.) All KISD Principal Residents complete KISD Principal Resident Summer Institute (Days 1-5) and UT-Tyler PLC meeting. 7.) All KISD Principal Residents complete T-TESS and AEL trainings and receive associated certifications.

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

1.) All KISD Principal Residents enroll in and complete EDLR 5320, EDLR 5337, and EDLR 5370 (Practicum I) in the Fall of 2020. 2.) All KISD Principal Residents conduct BOY and MOY T-PCESS Conferences to set and evaluate professional and student growth goals. 3.) KISD provides a principal resident site mentor training in September 2020. 4.) Field supervisors meet with site mentors to ensure a rigorous clinical experience with a focus on instructional coaching in September 2020. 5.) All KISD Principal Residents have weekly meetings with mentors to discuss observations, full-time residency experiences, T-PCESS domains, professional goals, professional development opportunities, leadership responsibilities, and field and clinical experiences. 6.) All KISD Principal Residents maintain weekly logs that indicate 90% or more of experiences provided by KISD are relevant field-based experiences and are aligned with the six principal domains. 7.) All KISD Principal Residents, in collaboration with their campus mentors and field supervisors, begin action-research projects in Fall of 2020.

**Third-Quarter Benchmark**

1.) All KISD Principal Residents meet with field supervisors and mentors to discuss obstacles from previous quarter and develop remediation strategies to ensure a continuation of high-quality clinical experiences. 2.) All KISD Principal Residents complete coursework for their required Master's Degree with Principal Certification programs at UT-Tyler. 3.) All candidates complete practicum requirements for UT-Tyler, including authentic action-research projects with presentations to campus leadership teams. 4.) All KISD Principal Residents attend HumanEx Ventures training and earn certification as a HumanEx Teacher Interviewer. 5.) All KISD Principal Residents attend an Instructional Coaching training at ESC XI or from another qualified provider. 6.) All KISD Principal Residents collect, upload, and submit the required artifacts, plans, student work, and feedback for PASL. 7.) All KISD Principal Residents take and pass the TExES Principal 268 Exam, meet the minimum standards of PASL, and apply for and obtain the Texas Principal as an Instructional Leader Certification.

**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.

The KISD District Educational Improvement Committee (DEIC), led by the KISD Superintendent, will conduct formal, quarterly evaluations of the KISD Principal Residency Program to evaluate the program's effectiveness and monitor progress towards program benchmarks and goals. To guide the evaluation process, the KISD DEIC will use benchmarks, goals, and the required grant performance measures: 1.) Performance evaluation data on principal residents such as observations, teacher surveys (either approved or provided by TEA), and coaching notes, 2.) Post-residency placement information for all Principal Residents, 3.) Demographic information of Principal Residents, 4.) Residents' program completion rates, 5.) Residents' satisfaction rates with IHE/EPP and mentor principal, 6.) Number of applicants for principal residency within an LEA, 7.) Residents' certification test scores, 8.) Program Self-Evaluation using a. Principal Residency Grant Fidelity of Implementation Rubric for LEAs, Attachment 2, and b. Principal Residency Grant Fidelity of Implementation Rubric for EPPs, Attachment 3, and 9.) Resident Evaluation using a. Principal Residency Grant Fidelity of Implementation Rubric for LEAs, Attachment 2, and b. Principal Residency Grant Fidelity of Implementation Rubric for EPPs, Attachment 3. The KISD DEIC will work closely with Principal Residents, site mentors, campus administrators, and field supervisors to gather data and feedback regarding the program. KISD Principal Residents will serve terms on the KISD DEIC during their residencies to facilitate communication between residents and program evaluators.

Principal Residents will be required to maintain weekly logs of activities and evaluate how these activities relate to the domains of the Texas Principal as Instructional Leader 268 framework, as well as how these activities relate to personal, professional, and program goals. Principal Residents will have the opportunity to share their reflections through weekly meetings with site mentors and through six (6) formal meetings (and various informal meetings) with field supervisors. These meetings, resident surveys, and analysis of field experiences will allow site mentors and field supervisors to recommend necessary program changes to the DEIC. The DEIC, site mentors, and field supervisors will use an Inputs, Activities, Outputs, and Effects model to identify root causes, to develop interventions for residents, and to prescribe program modifications in order to create a dynamic, responsive, and individualized residency program for Principal Residents and to ensure the program is sustainable for the duration of the grant cycle (and beyond).

**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.

In the Spring of 2020, Kennedale ISD will form a district-level KISD Principal Resident Program Committee, led by the Superintendent or designee, to oversee the recruitment, selection, and placement of qualified candidates. The Committee will consist of district leaders, University representatives, and campus administrators and teachers. The Committee will be responsible for overall program design and developing strategies to identify and actively recruit potential candidates who have demonstrated evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, and growth mindset. As part of these efforts, the Committee will solicit campus Principals and campus leaders to identify and submit the names of potential candidates who meet these criteria and to submit letters of recommendation which attest to the quality of each candidate's teaching ability, general job performance, leadership potential, growth mindset, problem-solving abilities, and track record of measurable student achievement. The Committee will also develop an open nomination process that allows district leaders, campus administrators, and teachers to nominate potential candidates for the program. Additionally, the Committee will develop an application process that allows teachers, who feel they meet the above criteria, to apply for KISD Principal Resident Program, without the requirement an initial recommendation of a Campus Principal or nomination from a colleague. In addition to this three-pronged approach to recruitment, the Committee will host an informational meeting in the Spring of 2020 for interested individuals that will include a general overview of the KISD Principal Resident Program, information regarding the application and interview process, information regarding required/desired qualifications of applicants, information regarding the interview processes, information regarding the selection process, information regarding admission requirements to the UT-Tyler Graduate School and the School of Education, information regarding the UT-Tyler Educational Leadership with Principal Certification, expectations of KISD Principal Residents, information regarding the KISD Principal Resident Program Summer Institute and other professional development opportunities, and program timelines/deadlines. All efforts are intended to attract a diverse pool of candidates that mirrors that of the student population (42% White, 24% Hispanic, 25% African American, 5% 2 or more/other -53% M/47% F). The goal of the KISD Principal Resident Program recruitment process is for at least 3 of 5 (60%) of the applicants and, ultimately, selected residents to be from the district's minority populations: Hispanic, African American, Asian, or 2 or more races. All interested nominees, targeted recruits, and general applicants for a KISD Principal Resident position must complete an application and submit required supporting documents by the deadline established by the District. The District will send a mass email to district employee's regarding the KISD Principal Resident positions with the application, instructions, and job description. Along with a completed application, candidates will be required to submit key documents, including but not limited to, the following: 1.) General Resume, 2.) Letter of Intent, 3.) The most recent T-TESS Summative Appraisal showing proficiency in all dimensions and Accomplished or Distinguished at least one domain, 4.) Updated Official Transcripts from Accredited Colleges/Universities, 5.) Three (3) Letters of Recommendation, including one from the campus Principal or most recent appraiser, 6.) Essay(s) required by the KISD Principal Program Committee, 7.) Evidence of regular participation in campus PLCs and/or grade-level meetings, 8.) Student performance data showing measurable growth (i.e., STAAR, SLO, or other diagnostic assessments), and 9.) Evidence of acceptance into the UT-Tyler Graduate School and School of Education (or notice of intent to apply and that candidates meet minimum admission requirements). Applicants will be screened using the HumanEx Ventures Principal 2.0 battery of interview questions by a certified interviewer. The KISD Principal Resident Program Committee will develop rubrics and scoring criteria for applicants based upon the application, supporting documents, and HumanEx results. Candidates will be ranked and finalists will be announced. Finalists will be required to conduct final-round interviews with the KISD PRP Committee and representatives from UT-Tyler. As part of the final interview, finalists will be asked to make a solutions-based presentation on a topic focused on addressing authentic campus/district needs. The purpose of all supporting documents, required essays, and final presentation should be for the candidate to demonstrate evidence of measurable student achievement, strong evaluations/appraisals, interpersonal leadership, effective response to observations and feedback, evidence of strategic problem solving, diverse perspective, and growth mindset. The Committee will develop criteria for final selections, which will be announced by 3/1/2020.

**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.

KISD will partner with the University of Texas - Tyler (IHS/EPP) to create the KISD 2020-21 Principal Resident Program. The Master's Degree in Educational Leadership at UT-Tyler provides coursework and practicum experiences to ensure that KISD Principal Residents have sustained and rigorous clinical learning in an authentic school setting, under the joint supervision of an effective mentor principal, an experienced field supervisor, and faculty of UT-Tyler. KISD Principal Residents will begin coursework at UT-Tyler in June 2020 and complete the 30-hour Master's in Educational Leadership with Principal Certification program in August 2021. During the 2020-21 school year, Kennedale ISD will provide Principal Residents with a full-time residency that is at least one year in length on one of the 5 KISD campuses.

The district provides the following assurances regarding developing a sustained and rigorous full-time, year-long clinical learning experience in an authentic school setting and providing authentic leadership opportunities for residents:

1.) Courses and the Practicum (2 semesters) at UT-Tyler are designed to develop leader competencies including 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; and Strategic Problem-Solving. Courses are designed to explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures. The coursework provides structured authentic leadership opportunities in which Principal Residents become familiar with various real-world contexts. The two-semester practicum is designed to ensure Principal Residents gain these real-world opportunities and gain formative feedback from practicum supervisors and site mentors. Principal Residents will take courses focused on a broad range of topics including instructional leadership, law, research/best-practices, effective schools, using data to improve learning, multicultural education/diversity, and more. 2.) KISD will provide a training program for site mentors. Each Principal Resident will be assigned an effective mentor, who in most cases, will be the campus Principal but may be another qualified district leader. Mentors will be required to meet with Principal Residents on a weekly basis and document their efforts. The KISD Principal Resident Program Committee will develop and publish standards, best-practices, documentation methods, and observational and feedback forms for mentors and Principal Residents (mentees). Principal Residents will be required to maintain weekly logs of experiences and reflections, which will be discussed with mentors at weekly meetings. 3.) As part of the practicum experience, each Principal Resident will complete a case study (action research) to identify a school problem/challenge that influences practice or student learning, collaborate with campus leaders and staff to find solutions, and develop an action plan to resolve the issue. KISD Principal Residents will be required to present findings and results to the campus leadership team. 4.) KISD Principal Residents will not have classroom responsibilities during the term of their residencies, whereas residents will have substantial leadership opportunities at the campus level. Residents will work daily alongside campus administrators and gain valuable experience in real-world contexts and structured authentic leadership opportunities with a broad range of administrative responsibilities, including but not limited to: serving on site-based/ leadership teams; leading PLCs; administering discipline management; developing the master schedule; developing duty schedules, conducting instructional rounds/walk-throughs; instructional coaching; appraising teachers (T-TESS); leading ARD, 504, LPAC, G/T, and RtI processes; implementing restorative discipline; facilitating attendance/truancy procedures; conducting investigations; overseeing grievances; event planning; developing professional development plans; presenting at staff meetings; hosting/facilitating trainings and professional development activities; collaborating with district leaders (DEIC); administering state and federal testing; conducting data analysis with PLCs; implementing screeners/benchmarks/ common assessments; personnel management; hiring; budgeting; and parent engagement. 6.) KISD will provide Principal Residents sustained and ongoing professional development that includes opportunities to obtain T-TESS, AEL, and T-PESS certifications. Other professional development opportunities include instructional coaching, Chapter 37, KISD Attendance procedures, KISD Bullying Procedures, KISD District/Campus Management Plans, school safety/security, Fundamental 5, and the 5-Day Principal Resident Summer Institute to help initially prepare candidates for campus placements and residencies. Through these experiences, KISD Principal Residents will have the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.



**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 campuses in Kennedale ISD qualify for the Title I, Part A school-wide program. Under the provisions of Title I, all campuses are dedicated to using sources of data to determine campus needs and develop action plans for improved student achievement. All KISD campuses have site-based decision-making committees that include a broad-range of stakeholders. The site-based plans conduct annual Campus Needs Assessments (CNA) at the end of the year using an array of data sources such as assessment results, stakeholder surveys, demographic information, program analyses, master schedules, curriculum resources, and more to identify campus strengths and needs in the areas of demographics, student achievement, school culture and climate, staff quality, curriculum and assessment, family and community, school context and organization, and technology. The site-based teams use information from the CNA to develop a Campus Improvement Plan (CIP) that includes campus goals and strategies for improvement.

All KISD campuses labeled as needing "Additional Targeted Support" or "Targeted Support" by TEA have adopted Targeted Improvement Plans (TIPs), which require campuses to use develop targeted improvement goals in underperforming student achievement areas. As part of the TIPs, KISD campuses use Quarterly assessments such a benchmarks, common assessments, diagnostic assessments, STAAR Interim Assessments, and STAAR exams to evaluate student progress and to drive decisions regarding the instructional program. KISD annually develops and adopts an assessment calendar, which includes windows for all benchmarks, screeners (BOY, MOY, and EOY), interim assessments, common assessments (twice per grading period), State assessments, and National assessments.

All KISD campuses use SBDM committees, leadership teams, PLCs, and grade-level committees to analyze assessment data. DMAC is used by teachers to give common assessments and produce instructional/data reports for teachers and leadership teams. All KISD campuses have implemented PLCs in Math and Reading, with time built each campus' master schedule for daily collaboration. Campus Administrators and district Instructional Facilitators work with PLCs to analyze data, develop interventions, and plan instruction. KISD Grading Guidelines establish fair and consistent grading practices, guidelines for implementing and monitoring lesson/curriculum materials, and timelines for assessments and re-teaching.

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.

All Kennedale ISD campuses use the three components of T-TESS: Goal-Setting and Professional Development Plan (GSPD), the evaluation cycle (including pre-conference, observation, and post-conference), and the student growth measure (Student Learning Objective or SLO). The T-TESS Rubric includes 4 Domains and 17 Dimensions (including the Student Growth Dimension). T-TESS domain and dimension rubrics include specific descriptors of practices and 5 performance levels; Distinguished, Accomplished, Proficient, Developing, and Improvement Needed. Aligned with the notion of continuous improvement, the goal-setting and professional development processes are interwoven throughout the year to positively impact performance. Teachers authentically engage in reflection about current professional practices using teacher and student data, identify professional growth goals, establish and implement a professional development plan to attain those goals, and track progress toward the goals over the course of the year. As tied to the Texas Teacher Standards for Professional Practice, the T-TESS multi-dimensional observation tool is used in conjunction with collected evidence to evaluate and inform each teacher's performance and professional needs as an ongoing system of continuous improvement to ultimately impact student performance.

Campus administrators use both formal and informal observations throughout the year to provide teachers with actionable, timely feedback, allowing teachers to make efficient and contextual professional development choices that lead to refinement in their practices. All KISD campus have adopted the "Fundamental Five" to coincide with T-TESS. Campus administrators use instruction rounds ("power walks") and walk-throughs to frequently monitor the instructional program with fidelity. Campus administrators use the POP evaluation cycle for formal observations to promote collaboration, planning, lesson execution, student outcomes, positive learning environments, and self-reflection for a continuous cycle of improvement. KISD is committed to focusing on learner outcomes. As part of the T-TESS cycle, campus administrators use BOY, MOY, and EOY conferences to review student progress as related to teachers' SLO student growth goals.

KISD uses T-PESS to appraise campus administrators and principal residents. T-PESS includes opportunities for leaders to develop and evaluate professional and student growth goals. Others are evaluated using local appraisal instruments.

**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**

PRINCIPAL RESIDENT SALARIES (\$45,000 per Resident)	<input type="text" value="225,000"/>
PRINCIPAL RESIDENT BENEFITS (TRS, Medicare, Medial, Life Insurance, WC- \$5000 per Resident)	<input type="text" value="25,000"/>
STIPENDS FOR SITE MENTORS (\$1,500 per Mentor)	<input type="text" value="7,500"/>
<input type="text"/>	<input type="text"/>

**PROFESSIONAL AND CONTRACTED SERVICES (6200)**

EPP TUITION, BOOKS, AND FEES (UT-Tyler - Including Field Supervisor Fee - \$10,000 per Res.)	<input type="text" value="50,000"/>
PROFESSIONAL DEVELOPMENT (Including T-TESS/AEL Cert Courses and KISD Summer Inst.- \$4000/Res.)	<input type="text" value="20,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

**SUPPLIES AND MATERIALS (6300)**

LAPTOP (\$1200 per Resident)	<input type="text" value="6,000"/>
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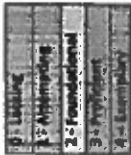
**OTHER OPERATING COSTS (6400)**

PRINCIPAL CERTIFICATION COSTS (UT-Tyler Review Course, Principal Cert., TEA, & PASL Fees - \$557/Res.)	<input type="text" value="2,785"/>
TRAVEL COSTS FOR RESIDENTS AND MENTORS (TEA PPG Summer Institute/Prof. Dev./Conferences)	<input type="text" value="10,000"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Total Direct Costs

Indirect Costs

TOTAL BUDGET REQUEST (Direct Costs + Indirect Costs)

<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>	2
<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>	2
<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>	2
<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>	2
<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>	3
<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>	2
<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>	3
<p>i. Ability to follow-through with teachers by observing and monitoring the impact of reteach lessons on student achievement?</p>	3
<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

	0 - Leading 1 - Approaching 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
b. Ability to identify quality action steps that name the highest leverage issue in the class and create action steps that are measurable, observable, and bite sized?	2
c. Use of a weekly observation schedule that allows them to observe and meet face to face with teachers following each observation for the purpose of instructional coaching?	1
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?	2
e. Use of a common system for delivering feedback that provides teachers with a measurable, observable, and bite sized action steps, including an exemplar of these action steps in practice?	2
f. Efforts to create an expectation that teachers will plan and practice during their feedback sessions?	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?	1
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"?	0