TEA Texas Education Agency

2022-2023 Principal Residency Grant Cycle 5
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 4, 2021

NOGA ID [   ]

| Authorizing legislation | ESEA of 1965, as amended by P.L. 114-95, Every Student Succeeds Act (ESSA), Title II, Part A |

This LOI application must be submitted via email to **loiapplications@tea.texas.gov.**

The LOI application may be signed with a digital ID or it may be signed by hand. Both forms of signature are acceptable.

TEA must receive the application by **11:59 p.m. CT, October 4, 2021.**

Application stamp-in date and time

| Grant period from | **January 18, 2022 - September 30, 2023** |
| Pre-award costs permitted from | **Pre-award costs are not allowed.** |

Required Attachments

Application Part 2: Budget Workbook, Excel workbook with the grant's budget schedules (linked along with this form on the TEA Grants Opportunities page)

Attachment 1: Leverage Leadership Readiness Assessment
Attachment 2: Supplemental Narrative Question Responses
Attachment 3: Educator Preparation Program's Scope and Sequence
Attachment 4: Instructional Leadership
Attachment 5: District Coaching Tool

Amendment Number

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

Applicant Information

| Organization | San Felipe Del Rio CISD | CDN | 233901 | Campus | | ESC | 15 | DUNS | 069452118 |

| Address | P.O. Drawer 428002 | City | Del Rio | ZIP | 78840 | Vendor ID | 1741694073 |

| Primary Contact | Aidee G. Garcia | Email | aidee.garcia@sfdr-cisd.org | Phone | 830.778.4045 |
| Secondary Contact | Aida Gomez | Email | aida.gomez@sfdr-cisd.org | Phone | 830.778.4010 |

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 LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

☒ LOI application, guidelines, and instructions
☒ General and application-specific Provisions and Assurances
☒ Debarment and Suspension Certification
☒ Lobbying Certification

| Authorized Official Name | Carlos H. Rios, Ed.D. | Title | Superintendent of Schools |

| Email | carlos.rios@sfdr-cisd.org | Phone | 830.778.4007 |

| Signature | *Carlos Rios* | Date | 10/1/2021 |

Shared Services Arrangements

☐ Shared services arrangements (SSAs) are **NOT** permitted for this grant.

Statutory/Program Assurances

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 1. 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 LOI 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.

☒ 2. 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.

☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements

☒ 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

☒ 7. LEA assures that the principal residency is full-time and at least one year in length.

☒ 8. LEA assures that residents do not have significant classroom responsibilities.

☒ 9. LEA assures that residents do not hold a principal certification in the state of Texas.

☒ 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities

☒ 11. LEA assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2022.

☒ 12. EA 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.

☒ 13. LEAs and EPPs must utilize *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

Statutory/Program Assurances, cont'd.

The following assurances apply to this program. In order to meet the requirements of the program, the applicant must comply with these assurances.

Check each of the following boxes to indicate your compliance.

☒ 14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to principalresidency@tea.texas.gov for approval.

☒ 15. LEA assures it will choose from the list of approved EPP providers. An approved provider list **is** posted on the TEA Grant Opportunity page, with all documents pertaining to the RFA.

☒ 16. If preliminarily selected for award, LEA agrees that the full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements, including the following: a) Courses that 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; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

Summary of Program

Provide an overview of the program to be implemented with grant funds. Include the overall mission and specific needs of the organization. Describe how the program will address the mission and needs.

San Felipe Del Rio (SFDR) CISD seeks TEA grant funding to create sustainable systems of campus improvement throughout the district. This sustainable system of improvement has three primary goals. First, we seek to establish a pipeline of highly-qualified campus instructional leaders with ties to the district to address the ongoing challenge of administrator recruitment and to ensure a sustainable pathway to continuous campus improvement. Currently, we find that many otherwise qualified candidates for administrator positions who do not have previous ties to the district do not wish to live in Del Rio, making recruitment difficult and limited to local talent. The solution is to develop a pipeline of highly-qualified candidates, with family and community ties to the district. Second, by retaining highly-qualified administrators, we seek to create and implement sustainable systems to improve campus instruction and increase student achievement. The grant would also allow best practices training of principal mentors and residents in: 1) PLC creation, collaboration, continuous monitor/assessment best practices; 2) Texas Instructional Leadership coaching, observation, and feedback skills; 3) data analysis, SMART goal-setting and the entire ESF improvement model; and 4) planning, implementation and monitoring of continuous professional development in research-based instructional strategies tied to targeted PLC SMART goals. Third, we seek to assist campuses within our district with low student achievement scores and a lack of growth in EL and Economically Disadvantaged populations. These campuses have ongoing initiatives to improve equity and student achievement for these populations by providing residents and administrator training. Having residents to assist administrators with these initiatives and providing ongoing training would tremendously improve the success of those initiatives by putting resources where they are most needed to address this equity issue. The Grow Your Own Administrator Program, offered in partnership with SRSU-Alpine and SFDR-CISD, will provide a highly selective and competency-based residency model in which principal candidates obtain a master's degree in Educational Leadership, and successfully complete the TExES 268 and 368 Performance Assessment for School Leaders (PASL). The SRSU Educational Leadership Program is a 16-month, 30-hour sequential online program approved by TEA that heavily emphasizes 9 Pillar Assignments and the Action Research that residents conduct in three Practicums conducted over the entire school year. The residency is job-embedded and full-time as residents will be assigned no substantial teaching duties. Fifteen semester hours of coursework is paired with the three Practicums to ensure residents practice and master the ESF change process they will be leading with their Data Teams. As residents proceed through the Program, their Action Research and Pillar assignments are included in a comprehensive Portfolio. Residents and mentors will also receive on-site Region 15 TIL training throughout the Practicum experience, and residents will obtain T-TESS and AEL certifications further enhancing their coaching and supervision skills. Residents and Mentors will be trained on the ESF model. Residents complete courses, workshops, and on-the-job training with principal and central office mentors, data analysis mentors, field supervisors, university professors and ESC Trainers. The collaboration of EPP, district, and ESC will facilitate development of residents' and mentors' instructional leadership skills, improving and transforming the district, guiding campus/district leaders to better serve the EL and economically disadvantaged students, creating a pipeline of leaders, and enhancing recruitment of highly-qualified campus leaders.

Goals, Objectives, and Strategies

Describe the major goals/objectives of the proposed program. What activities/strategies will be implemented to meet those goals/objectives?

Goal 1: By September 2023, SFDR/SRSU Partnership will certify 4 aspiring principal candidates that mirror the district's student demographics and who have family and community ties to the area as measured by the selection rubrics and the residents' success on the TExES 268 and 368. Strategies/Activities: 1. Creation of Selection Team and rigorous Recruitment and Selection Plan which includes an essay and interview question on commitment to the district, recommendation by campus supervisor, and awards extra points to candidates that mirror the district's student demographics; 2. A strong mentoring system and mentor training program will ensure that students have the campus support they need to ensure meaningful opportunities for an authentic leadership experience; 3. District and data mentors; 4. Strong communication and monitoring systems between resident, mentors, district, and EPP.
Goal 2: By September 2023, SFDR/SRSU Partnership will increase the pool of highly-qualified instructional leaders by building and sustaining this instructional leadership pipeline as measured by the residents' performance on the TExES 268 and 368 and their placement in the district in leadership positions. Strategies/Activities: 1. Emphasis is placed on key instructional leadership skills, e.g., ESF improvement process, Region 15 TIL coaching, observation and feedback skills.
Goal 3: By September 2023, SFDR/SRSU Partnership will improve equity and student achievement by 5% for the EL population on those campuses and in those subjects in which residents are conducting their Action Research as measured by common assessments. Strategies/Activities: 1. Residents will collaborate with the Data Team to improve student growth; 2. Residents and their Data Team will complete the ESF cycle of improvement using high leverage TEKS with the targeted population to achieve a minimum of 5% student achievement growth during the Practicum experience.

Performance and Evaluation Measures

Describe the performance measures identified for this program which are related to student outcomes and are consistent with the purpose of the program. Include the tools used to measure performance, as well as the processes that will be used to ensure the effectiveness of project objectives and strategies.

First-Quarter Benchmarks: 1) Use district analytics (e.g. DMAC, Leap4ward) to conduct a needs assessment and identify high priority items (TEK clusters) for targeted student achievement improvements (Action Research). 2) Assemble a cross-functional Data Team to collaboratively complete, at item-level, a relevant root cause analysis of poor student achievement related to the identified high priority challenge. 3) Review TExES Principal Domains & Competencies and complete a formative assessment. 4) Complete the CertifyTeacher TExES Principal as Instructional Leader Practice Exam (as a pre-assessment). 5) Complete a Career Advancement Survey. 6) Complete Vision & Culture and Collaboration with Stakeholders Pillars using multiple data sources. 7) Add to Portfolio and defend portfolio to district and EPP committee.
Second-Quarter Benchmarks: 1) Collaborate with Data Team to formulate SMART Goal to address identified high-priority student achievement challenge 2) Collaborate with Data Team to create Targeted Improvement Plan and 3) Professional Development Plan on identified high-priority student achievement challenge that identifies solution (i.e. activities and instructional strategies) to meet student and teacher goals; implement PD Plan; conduct mid-year data team and PD effectiveness surveys. 4) Conduct Equity Audit that analyzes multiple sources of data to determine equity gaps in subpopulations and incorporate that data into Targeted Improvement Plan as relevant. 5) Complete CertifyTeacher formative assessment on all Domains and Competencies. 6) Complete T-TESS and AEL Training, Region 15 TIL Training. 7) Add all completed Pillar Assignments and Data Team work to Portfolio for review. 8) The partnership will also measure resident success using rubrics for practice meetings, assignments (especially for the Targeted Improvement, Professional Development, and I&M Plans) meeting evaluations and surveys, observations, and CertifyTeacher targeted quizzes.
Third-Quarter Benchmarks: 1) Collaborate with Data Team to create daily/weekly Implementation & Monitoring Plan; implement improvement plan in the relevant classrooms. 2) Meet weekly with Data Team to analyze student achievement data using common assessments, student work, and observations. 3) Conduct pre-conference, observation, and post conference cycles for Data Team classroom teachers. 4) Conduct at least six 1-week cycles of implementation; revise improvement plan and retrain as needed between cycles; aligning teacher intervention to all data points. 5) Conduct Data Team effectiveness interviews; 6) Complete Pearson or other designated TExES 268 Practice Exam; 7) Complete all work for Portfolio; present summative assessment Portfolio Defense & receive committee feedback; 8) Complete Mentor and EPP Satisfaction Survey; 9) Complete Career Advancement Survey 10) Complete Data Team reflection videos on effectiveness.

Budget Narrative

Describe how the proposed budget will meet the needs and goals of the program, including for staffing, supplies and materials, contracts, travel, etc. If applicable, include a high-level snapshot of funds currently allocated to similar programs. Include a short narrative describing how adjustments will be made in the future to meet needs.

Grant funds are requested for the following purposes:

Payroll Costs (6100): stipends for 1) 4 principal mentors ($1,500 x 4 = $6,000); 2) 1 district data analysis and accountability spcialist mentor ($1,500); 3) 1 district grant director to ensure uniform communication and central office support ($4,000). Resident salaries ($43,400 grant costs + $15,000 district funds x 4; total cost to grant: $173,600). We also request partial support for resident benefits in grant funds ($9,286 x 4 = $37,144).

Professional and Contracted Services (6200): The T-TESS and AEL training ($1,000 x 4 = $4,000), and the ESC Texas Instructional Leadership Region Center training ($10,000) which extends throughout the Practicum experience on-site, providing Observation Feedback, including two visits per month throughout the year and other resources to ensure that when residents are facilitating the implementation of the targeted improvement plan and conducting walk-throughs and weekly data analysis meetings, that they are fully trained and confident in their role as an instructional coach.

Supplies and Materials (6300): Textbooks, testing, and other supplies for residents ($5,780).

Other Operating Costs (6400): Tuition and fees for residents to attend EPP SRSU-Alpine ($9,498 x 4 = $37,992).

Total Grant Funds Requested: $280,000

District funds that are committed in support of the project include the following:

Payroll Costs (6100): Partial salary for Principal Residents ($15,000 x 4 = $60,000); remaining benefits for Principal Residents ($5,889 x 4 = $23,556); Salaries for 4 new teachers to cover classes vacated by principal residents: ($50,250 x 4 = $201,000); Benefits for 4 new teachers ($15,175 x 4 = $60,700).

Total District Funds Committed in support of project: $345,256

Current Allocations: The partnership currently funds books, testing materials, the above-listed trainings, test costs, and an extra release period during the day for residents. Current budget expenditures are coming from the District General Fund and will continue in the future to be allocated from that fund for the sustainability of the Grow Your Own Administrator Partnership, along with any additional Title II professional development grant monies that may be obtained by the district.

Additional Future Allocations: In the future, stipends for residents serving as Department Chairs and Campus Improvement Team Chairs will be made available. Also, part-time instructional coaching positions will be created, starting at campuses in need of improvement and expanding from there. These monies will come from the District General Fund and any additional Title II Professional Development grant monies obtained by the district.

Similar Programs, already in place, include: 1) Year 2 of Resilient School Support Program (RSSP) which a) creates walk-through criteria for focus; b) a mind shift initiative for i. clarity, ii student engagement, and iii student ownership of learning; c) principals learned the 3 mind shifts in a year-long training and have trained staff the first two mindshifts, to date. Allocated funds: monies provided by TEA grant with funding for a Technical Assistance partner; 2) Texas COVID Learning Acceleration Supports (TCLAS) grant application submitted; allocated funds: TEA grant, if awarded; 3) Elementary & Secondary School Emergency Relief (ESSER) III funds for principals to develop strategic plans as follows: a) Leading Rigorous Instruction with High Quality Materials planning for implementation in all classrooms; b) Restructuring the school day to ensure increased planning time with teachers, work led by principals. Allocated funds: grant funds; c) Designing an After School Tutorial Program to include extracurricular activities for students to also participate to encourage increase participation; 4) District Aim Hi Platform for data disaggregation which tracks individual student growth for 4th-12th grade with target goals established for students and a tracking system to include the monitoring via formatives, summatives, benchmarks, and other common assessments. Allocated funds: grant funds; 5) STEM 2025 Math Initiative begun 2017-18 with 1st grade cohort that year which includes accelerated math throughout 1st-7th grade school years to prepare students for Algebra 1 courses in 8th grade. The initiative's goal is to increase the number of students taking algebra in 8th grade from 130 to 450 students. Allocated funds: STEM grant funds. 6) District Superintendent Dr. Rios holds a weekly Principal Meeting each Friday since March 2020. Each meeting is prepared with an agenda and a specific Leadership discussion. Notes are distributed following meetings. Allocated funds: internal. 7) Another grant-funded program has allowed for the creation of a demerit system by administrators and teachers to ensure students are given equitable opportunities to make better decisions. 8) All principals in the district have written a goal to address HB 3 as one of their Professional TPESS Goals. -

Program Requirements

1. The LEA must 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 targeted recruitment and selection process will ensure selection of high-quality residents. Recruitment practices will include a referral process, district social media, district web page announcement, and targeted outreach at each campus. Working in partnership with the EPP (Sul Ross State University), candidates will be selected based on evidence of each candidate's leadership ability as demonstrated by: student achievement (STARR and EOC) and progress data (Common Formative Assessments/Benchmarks, iStation, TCM, TELPAS, Texas Teacher Evaluation), Support System (T-TESS) appraisal data, overall body of work, commitment to the district, and alignment to student demographics which is largely Hispanic. Candidates will use their last 3 years of student achievement and progress data to plot the academic improvement of their students and their effectiveness closing achievement gaps, and provide that data as an application artifact. Additionally, the application requests education background, certification and teaching experience, a self-evaluation, and prior campus leadership experience (e.g. department chair, service on Campus Improvement Team). Application artifacts include a professional resume, letter of recommendation from current supervisor, and current artifacts of their students' progress. A Partnership Committee of SFDR-CISD leaders and SRSU Educational Leadership professors will review the applications and artifacts using rubrics that rate each of the application components. From the application pool, a pool of semi-finalists will be selected to progress to the interview and writing stage. Live interviews will be conducted by the Partnership Selection Committee using a rubric that includes leadership style and dispositions, teacher content knowledge, advocacy for at-risk students, teacher growth mindset, and instructional knowledge. Immediately prior to the oral interview, applicants will complete a timed writing sample containing open-ended questions concerning educational leadership that demonstrate problem-solving ability and leadership decision-making based on the Knowledge, Skills, Mindset (KSMs) model derived from the Texas Education Agency's (TEA's) standards for the Principal as Instructional Leader. After completion of the oral interview and writing phase, the Partnership Selection Committee will combine the rubric subtotal scores for the application, oral interview, and writing rubrics and residents will be selected based on rank.

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

(a)The Program Orientation and Practicum Overview Trainings and Practicum Handbook provide responsibilities and exemplars of the resident, mentor, and field supervisor. Mentors are required to assign multiple activities from each Principal Domain to ensure a variety of leadership experiences and are encouraged to emphasize involvement in the Campus Improvement Team and other leadership teams. (b-d) The residency provides real-world application of the ESF model by requiring an Action Research project with a Data Team to conduct an in-depth data analysis, and select a high priority student learning problem for improvement. Residents drill down to the item analysis level using district software to identify high-leverage TEKS for improvement. Then, residents formulate a selection process, and create a relevant Data Team to work collaboratively the targeted problem. In Practicum I, the Data Team conducts a root cause analysis, research potential solutions, and write SMART goals to improve student achievement scores using research-based, best practice instruction strategies. In Practicum II, the Data Team creates a Targeted Improvement Plan to address the student learning SMART Goal; and creates and implements a Professional Development to improve teacher instruction to achieve the SMART goal. In Practicum III, the Team creates an Implementation/Monitoring Plan and implements the Targeted Improvement Plan in their classrooms. Residents continuously monitor implementation with pre- and post-observation meetings, observations, and weekly Data Team meetings to analyze student benchmarks, student work, and observations, and to re-plan/retrain as needed. Residents survey Data Team members on effectiveness of the team meetings periodically and interview members at the end of Practicum III. Throughout the residency, residents and mentors receive ESC onsite TIL training on coaching and feedback. Residents practice for Team meetings and observations, with practice using Bambrick methods of scripting, modeling, and gradual increase of responsibilities and independent action.

Program Requirements (Cont.)

3. The LEA must 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.

In Summer 2021, the district created a sustainable pipeline for district trained campus instructional leaders by partnering with SRSU. A recruitment and selection team formed and selected 4 principal candidates who started the program in June 2021. The selection process and program are the one's outlined in this grant application with the exception that residents are granted only one extra release period during the day rather than leaving the classroom entirely. Funds were unavailable for ESC TIL training, so SRSU has supplemented their trainings to fill residents' and mentors' training needs. Professional Learning Communities (PLC) are implemented through a district initiative called Planning Protocol. Planning Protocol is a systematic process for educators to work together through the development of effective instructional practices supported by data. SFDRCISD uses DMAC to disaggregate local and state assessment data providing educators more time to focus on teaching, scaffolding and focusing on interventions. DMAC offers an array of reports that disaggregate student results from the content's educational category to the Texas Education Knowledge Skill (TEKS) and its Student Expectation (SE). At the beginning of each school year, teachers are expected to review previous year state assessment data to become familiar with class and individual student academic needs. Throughout the school year, students are administered progress monitoring assessments, as well as three and, or six weeks summatives. As the six weeks commences, campus administrators and teachers follow the district Planning Protocol Planning Guide, which identifies specific steps teachers should follow to establish the norms of an effective planning session (PLC) with the focus of a well-developed lesson that engages, enhances and differentiates student learning, while being supported by data and the expertise and collaboration of the team. Fairly new to the district's Planning Protocol Dashboard is Aim-Hi, a report available for teachers, campus and district leaders. Aim-Hi is a color coded data report that tracks student's academic growth from assessment to assessment in reading and math. Six weeks campus data and plans are share and discussed with district leadership bi-weekly in order to ensure student achievement and student growth are priority. A grant-funded Demerit System was implemented to decrease disciplinary infractions and ensure students are given equitable opportunities for good decision-making. All principals have written a goal to address HB3 3rd Grade Reading & Math goals.

4. The LEA must 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.

Principals start the year by analyzing and reviewing previous end of year goals for teachers. New goals may be established based on data and progress from the previous year. Goals are aligned to T-TESS Standards and District Instructional Framework. Walk-throughs are conducted to observe specific practices that target teacher established goals. DMAC is used as a platform for the feedback while measuring progress. Once the targeted group of teachers needing additional instructional support are identified; collaboration takes place, at minimum bi- weekly, to further support the need to grow teacher capacity. Instructional coaching, provided by campus administration, includes face-to-face conferences, participation in learning walks, observation of master teachers, and written documentation to fully implement the principles of coaching: plan, practice, follow-up and repeat. Last school year additional supports were provided for effective remote learning targeting student engagement and instructional practices. As part of the SFDR-CISD/SRSU partnership, current principal candidates and their mentors have received workshops on Bambrick methodologies including scripting, active listening, and graduated practice sessions. Candidates have also attended data software and analysis workshops and are working with data experts to select a high leverage set of TEKS to target for improvement. Candidates have just completed the practice for their first data team meeting and future workshops include one on the Bambrick method to script and unpack the weekly data analysis Data Team meetings conducted during implementation. Grant funds would enable next year's principal candidates and mentors to receive onsite ESC 15 TIL training effectively utilizing the additional time those residents would have outside the classroom and would enable the principal candidates to provide much needed assistance to the ongoing district initiative to increase the EL population's student achievement scores thereby increasing equity and improving campus culture throughout the district by addressing the needs of this under-served student population. RSSP trains principals all year to calibrate walk-throughs providing feedback coaching for principals with the assistance of a grant-funded Technical Assistance partner. ESSER III funds train principals in leading rigorous instruction, restructuring the school day for sustainability and designing an after school tutorial program. The superintendent monitors with weekly meetings and follow-up meeting summaries.

Program Requirements (Cont.)

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program.

The plan to sustain the continuation of the Principal Residency Program is to continue the partnership with SRSU beyond the grant timeline to ensure that rising stars are recruited and selected for the SFDR-CISD/SRSU Grow Your Own Administrator Program as needed by the district thereby transforming campuses throughout the district, beginning with mentor principals, residents, and Team teachers. A placement program will be launched as the first Cohort approaches graduation and certification. As part of the placement program, the district will track the professional growth and leadership opportunities provided to these residents to ensure career advancement opportunities are made available to them. Surveys and reflections on the program and career advancement will be administered to residents prior to graduation and each year thereafter to improve the program and track career advancement goals. The district Human Resource Department will create the surveys/reflections and gather these data which will be reported to the superintendent as each yearly benchmark is reached. Additional professional development grant monies will be sought to continue offering best practice trainings from the ESC and through the district/SRSU partnership.
The district has committed to providing the following career pathway and incentives for residents who complete the program and obtain the Principal as Instructional Leadership Certification.
1) These highly-qualified residents will have preference for job openings for department and Campus Improvement Team Chair positions and monetary stipends.
2) The mid-management position of Instructional Coach will be created and these highly-qualified residents will have preference for the job openings and monetary stipends. These will be part-time positions with the remainder of the time being spent in the classroom and will target campuses in need of improvement with low test scores and equity issues, especially low-performing EL and economically disadvantaged populations with low test scores.
3) These highly-qualified residents will have preference for administrative positions within the district.

6. The LEA must provide a clear description of a _proposed_ communication system between the EPP team and key district players.

1. Weekly review of log/reflection - Principal mentors meet weekly throughout the Practicum experience to review the logs and reflections of residents and to assign new duties and answer questions. The log/reflection is then sent to the Field Supervisor who also review and provide feedback to the Principal Mentor and resident.
2. Integrated calendar - Principal mentors and residents share a calendar containing all Practicum tasks assigned which can be added to by the principal mentor in real-time.
3. Data Mentor meetings - Throughout the residency, a data software management expert will meet regularly to guide the resident through the process of analyzing campus data and selecting a targeted problem for improvement, conducting the weekly data analyze meetings during implementation, and finally providing assistance in analyzing the student achievement growth achieved by the Data Team's implementation of the improvement plan.
4. The district grant director will coordinate the logistics and overall program goals with the EPP Outreach Director throughout the residency to ensure that residents, mentors and field supervisors have clear paths of communication to avoid logistical problems and to assist with any problems that might arise.
5. Mentors will be provided communication from Field Supervisors and SRSU instructors, not only through formal observation reports, but also through regular inclusion on important Action Research milestones.
6. In addition to reviewing Action Research each semester, Mentors, Field Supervisors, and university Instructors will review resident progress on benchmarks quarterly.
7. After implementation, Action Research is presented first to content instructors and Field Supervisors. Residents then revise and present their Portfolio Defense which includes their culminated, 16-month Action Research and Pillar Assignments to Instructors, Mentors, and Field Supervisors.
8. Residents who do not achieve a Meets Expectation level on any observation report will be provided re-training with an assigned tutor who will communicate weekly with the Principal Mentor to revise and replan for this re-training, as needed.

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 program.

- ◉ The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- ○ 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 program?

○ 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 program allocation

5. LEA reservation for direct administrative costs, not to exceed the program'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)

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the Administering a Grant page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

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Amended Section   **Reason for Amendment**