



**2023-2024 Principal Residency Grant Cycle 6**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 28, 2022**

NOGA ID

Authorizing legislation

This LOI application must be submitted via email to [loiapplications@tea.texas.gov](mailto: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 28, 2022**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

**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 Meeting
- 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  CDN  Campus  ESC  UEI

Address  City  ZIP  Vendor ID

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 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
- Debarment and Suspension Certification
- General and application-specific Provisions and Assurances
- Lobbying Certification

Authorized Official Name  Title

Email  Phone

Signature  Date

**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 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 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 2023.
- 12. LEA 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 [ebonylove@tea.texas.gov](mailto:ebonylove@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.

In Kennedale ISD we consistently strive to serve our students more effectively by cultivating equitable opportunities for success across all student populations. Our commitment to continuous improvement has fueled our efforts to build capacity in our staff, provide opportunities for professional growth and advancement within our district, and enhance both the quality and quantity of internal candidates who are eligible to serve in administrative roles. KISD strives to increase the diversity of candidates who apply for campus principal and assistant principal positions. (TAPR 2021- Campus Administrators 69% White/67% female – Students 38% White/48% female). KISD also needs to improve retention rates and create an administrative pipeline within the district. Although improvement was made in 2020 and 2021, KISD has had high administrator turnover the previous three years because many of our APs moved on to Principal positions in other districts. The KISD Principal Residency Program seeks to develop strong campus leaders and to support internal leadership pipelines through full-time, year-long principal residencies. KISD Principal Residents are provided effective campus mentors and field supervisors from the University of Texas-Tyler. Through the KISD Principal Residency Program, KISD plans to include strategies to actively recruit a diverse pool of candidates who reflect the student population. KISD will identify strong principal residents from current staff through a targeted recruitment and selection process. Further, 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 and coaching. Residents will receive ongoing professional development and tuition assistance for coursework. Further, Principal Residents will have the opportunity to embrace a model of continuous improvement through scheduled opportunities for reflection during weekly meetings with site mentors and through six (6) formal meetings (and various informal meetings) with field supervisors. As part of the ongoing evaluation and improvement process, the interns deliver a series of presentations to the KISD Grant Evaluation Committee that focus on a particular domain included in the FOI rubrics provided by TEA. The committee will have the opportunity to ask the interns questions about their leadership experiences, and the interns will reflect on opportunities for improvement within the program. Each meeting ends with a review of the FOI indicators within each domain and planning for next steps to take to improve the quality of the resident’s learning experiences. These meetings, resident surveys, and analysis of field experiences allow site mentors and field supervisors to recommend necessary program changes as part of the ongoing grant evaluation progress within the KISD (process explained in detail below). The KISD Grant Evaluation Committee works closely with principal residents, site mentors, campus administrators, and field supervisors to gather data and feedback regarding the program. Further, 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 an Instructional Leader 268 framework, as well as how these activities relate to personal, professional, and program goals. The KISD Grant Evaluation Committee 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).

## Goals, Objectives, and Strategies

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

**GOALS and OBJECTIVES:** The goal of the Kennedale ISD 2023-2024 Principal Resident Program, through a partnership with UT Tyler, is to increase the number of well-prepared, diverse instructional leaders available within the district for hiring internally through a sustainable leadership pipeline by establishing two (2) full-time, year-long principal residencies to serve Kennedale ISD campuses. Strong principal residents are identified from the current staff through a targeted recruitment of diverse candidates and a rigorous selection process. As part of the program, the objectives include 100% of Principal Residents 1) completing coursework at UT Tyler to obtain a Master's Degree in Educational Leadership, 2) completing year-long residencies with authentic campus-based leadership experiences, 3) passing the Texas Principal as Instructional Leader 268 Exam, 4) meeting the requirements of PASL, and 5) obtaining Texas Principal as an Instructional Leader certification by August 2024.

**STRATEGIES:** Principal Residents will complete course work for their required master's degree with Principal Certification programs at UT-Tyler. All candidates complete practicum requirements for UT-Tyler, including authentic action-research projects with presentations to campus leadership teams. KISD Mentor Principals, EPP Representatives, and Principal Residents attend the TEA Principal Residency Summer Institute. Principal Residents are assigned an effective mentor, who, in most cases, is the campus Principal. All KISD Principal Residents have weekly meetings with mentors to discuss observations, full-time residency experiences, T-PESS domains, professional goals, professional development opportunities, leadership responsibilities, and field and clinical experiences. All KISD Principal Residents participate in instructional coaching training through the UT-Tyler leadership cohort program, which supported by job-embedded practice and feedback conferences within KISD. The KISD Principal Residents also complete T-TESS and AEL Training and receive associated certifications so that they are eligible to immediately step into the role of assistant principal upon completion of the program.

## 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.

The KISD Grant Evaluation Committee, a subcommittee formed within the Districtwide Education Improvement Committee (DEIC) and led by the KISD Assistant Superintendent, conducts formal, quarterly evaluations of the KISD Principal Residency Program to evaluate the program's effectiveness and monitor progress towards program benchmarks and goals. This committee is comprised of our Superintendent, Assistant Superintendent, campus principals, assistant principals, faculty from UT Tyler, teachers, parents, and community members. The group meets on an ongoing basis throughout the year to discuss and evaluate each element of the program, including a targeted focus on the domains within Fidelity of Implementation (FOI) rubrics provided by TEA. The KISD Grant Evaluation Committee uses benchmarks, goals, and the required grant performance measures to guide the evaluation process, including 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) resident program completion rates, 5) resident 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 the Principal Residency Grant Fidelity of Implementation Rubric for LEAs (Attachment 2) and Principal Residency Grant Fidelity of Implementation Rubric for EPPs (Attachment 3), and 9) resident evaluation using the Principal Residency Grant Fidelity of Implementation Rubric for LEAs and the Principal Residency Grant Fidelity of Implementation Rubric for EPPs. **FIRST-QUARTER BENCHMARK:** 1.) All KISD Principal Residents enroll in and complete EDLR 5320, EDLR 5337, and EDLR 5370 (Practicum I) in the Fall of 2023.. 2.) All KISD Principal Residents conduct BOY and MOY T-PESS conferences to set and evaluate professional and student growth goals. 3) KISD provides a principal resident site mentor training in September 2023. 4) Field supervisors meet with site mentors regularly to ensure a rigorous clinical experience with a focus on instructional coaching throughout the fall of 2023. 5.) All KISD Principal Residents have weekly meetings with mentors to discuss observations, full-time residency experiences, T-PESS 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 2023. **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 2023. 2) All KISD Principal Residents conduct BOY and MOY T-PESS Conferences to set and evaluate professional and student growth goals. 3) KISD provides a principal resident site mentor training in September 2021. 4) Field supervisors meet with site mentors to ensure a rigorous clinical experience with a focus on instructional coaching in September 2022. 5) All KISD Principal Residents have weekly meetings with mentors to discuss observations, full-time residency experiences, T-PESS 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 2022. **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 an Instructional Coaching training lead by ESC XI or another qualified provider. 5) All KISD Principal Residents collect, upload, and submit the required artifacts, plans, student work, and feedback for PASL. 6) 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. The KISD Grant Evaluation Committee 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.

**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.

The budget for this program emphasizes financial support for the graduate-level program as well as capacity building in the form of ongoing professional development and job-embedded coaching. This budget includes the principal resident salaries (\$65,000 per resident/ \$130,000 total) and benefits, including TRS, Medicare, Medical, Life Insurance, WC (\$5000 per resident/\$10,000 total) as well as stipends for the site mentors. It also includes EPP tuition, books, and fees (UT-Tyler-including Field Supervisor Fee-\$10,500 per resident/\$21,000 total), professional development for the residents and mentors (including T-TESS/AEL certification courses, KISD Summer Institute, Instructional Coaching Training Academy, PBIS, continuous improvement planning, and campus management (\$6500 per resident/ \$13,000 total), and principal certification costs (including UT-Tyler Review Course, Principal Cert., TEA, & PASL Fees- \$557 per resident/ \$1,114 total).

**Program Requirements**

The Kennedale ISD Principal Resident Program Committee, led by the Assistant Superintendent, will oversee the recruitment, selection, and placement of qualified candidates. The Committee will consist of district leaders, University representatives, and campus administrators and campus level teacher-leaders. 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. Information about the program will also be shared via a mass email to district employee's regarding the KISD Principal Resident positions with the application, instructions, and job description. In addition to this three-pronged approach to recruitment, the Committee will host an informational meeting in the Spring of 2023 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 and maintain a diverse pool of candidates that mirrors that of the student population (36% White, 29% 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 1 of 2 (50%) 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 in 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 proof of eligibility). Applicants will be screened using the HumanEx Ventures Principal 2.0 battery of interview questions by a certified interviewer and then interviewed by a committee. 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, essays, and final presentation should be for the candidate to demonstrate evidence of measurable student achievement, strong evaluations, and interpersonal leadership.

2. Provide a description of the year-long, full-time residency that includes the following opportunities for the resident: 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; 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, e) how the district and EPP will support the candidate's gradual release of responsibility, and f) provide frequent short cycle coaching related to intentionally designed learning experiences.

KISD will partner with UT-Tyler (IHS/EPP) to create the KISD 2022-23 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 2022 and complete the 30-hour Master's in Educational Leadership with Principal Certification program in August 2023. During the 2022-23 school year, Kennedale ISD will provide Principal Residents with a full-time residency that is at least one year in length to serve the five 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 meet with Principal Residents weekly 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; instructional coaching; appraising teachers (T-TESS); leading ARD, 504, LPAC, GT, and MTSS 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. 5.) KISD will provide Principal Residents sustained and ongoing professional development that includes opportunities to obtain T-TESS, AEL, and T-PESS certifications. Other PD opportunities include instructional coaching, Chapter 37, Attendance procedures, Bullying Procedures, KISD District/ Campus Management Plans, school safety/security, Fundamental 5, and the 5-Day Principal Resident Summer Institute (for onboarding). Through these experiences, 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.

**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.

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 learning, school processes, and programs and perceptions. 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 under-performing student achievement areas. As part of the TIPs, KISD campuses use Quarterly assessments such as 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, MAP screeners (BOY, MOY, and EOY), interim assessments, common assessments (twice per grading period), State assessments, and national assessments. KISD Principal Interns will join KISD Assistant Principals in monthly administrative PLC meetings for professional learning and data-driven discussions. 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 for all subjects, 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. 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.

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 multidimensional 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 campuses have adopted the "Fundamental Five" to coincide with T-TESS. Campus administrators use instructional rounds ("power walks' ") and regularly scheduled walkthroughs 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, which include opportunities for leaders to develop and evaluate professional and student growth goals.



**Program Requirements (Cont.)**

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

KISD received the Principal Residency Program grant in Cycles 3, 4, and 5. In Cycle 3, KISD recruited, selected, and placed 5 residents. In Cycle 4 and 5, KISD reduced the number of residents (2) to ensure the Principal Residency Program was sustainable in future years. We have determined that the annual placement of 2 residents is optimal for sustainability, regardless of whether future TEA grant funds are received or the district must fund the program independently. A lower number of residents also provides a pipeline of experienced administrators without removing a high number of key teachers from campuses. A lower number of residents also increases the placement rates of residents in open district administrative positions and reduces chances for residents to seek opportunities in other districts. During previous grant cycles, KISD has improved internal support systems to nurture residents and ensure the sustainability of the residency program. Residents are required to join the KISD DEIC, which provides residents with opportunities to gain global perspectives from a broad range of stakeholders. KISD provides opportunities for residents to regularly and frequently collaborate with administrators throughout the district in monthly AP PLC meetings. Unlike Cycle 3, during which residents spent their time on one KISD campus, KISD residents now serve on multiple KISD campuses to provide growth and experience at in both secondary and elementary environments. Moreover, our program design includes formal and informal meetings with principal residents, campus mentors, UTT faculty as well as resident surveys and analysis of field experiences allow site mentors and field supervisors to recommend and discuss necessary program changes during the KISD Grant Evaluation Committee meetings. The District and campus leadership teams 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 durations of the grant cycle and beyond.

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

KISD Principal Interns join assistant principals from across the district in monthly administrative PLC meetings with the Assistant Superintendent and Superintendent, which prioritizes ongoing professional learning and data-driven discussions. The KISD Grant Evaluation Committee, composed of campus principals, assistant principals, Assistant Superintendent, Superintendent, and UTT faculty, works closely with principal residents, site mentors, campus administrators, and field supervisors to gather data and feedback regarding the program. The Principal Interns also participate in weekly campus leadership team meetings and engage in ongoing curriculum calibrations with campus and district leaders. Further, KISD Principal Residents will serve terms on the KISD DEIC during their residencies to facilitate communication between residents and program evaluators. The program also includes scheduled opportunities for reflection during weekly meetings with site mentors and through six (6) formal meetings (and various informal meetings) with field supervisors. Finally, principal residents are required to maintain weekly logs of activities and evaluate how these activities relate to the domains of the Texas Principal as an Instructional Leader 268 framework, as well as how these activities relate to personal, professional, and program goals.

**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	<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 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	<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 program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program'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"/>

**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.

*You may duplicate this page*

Amended Section	Reason for Amendment
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	
<input type="text"/>	