



**2024-2025 Principal Residency Grant Cycle 7**  
**Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023**

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 27, 2023**.

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 have no more than two hours per day of 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, district managers of the Principal Residency Grant, and EPP representatives managing resident's on- site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.
- 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 *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *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 [kyla.jaramillo@tea.texas.gov](mailto:kyla.jaramillo@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 differentiated methods to develop leader competencies.

**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.

OVERVIEW: Grand Prairie Independent School District (GPISD) proposes to partner with Texas Tech University (TTU) to implement a 15-month Principal Residency Program. Selected Principal Fellows will earn a Master of Education in Educational Leadership and principal certification. Fellows will complete on-line courses in the graduate degree program with high-performing peers utilizing a collaborative virtual learning platform. Residency content focusing on TX 268 Identified Integrated Pillars competencies will immerse the future school leaders in rigorous clinical learning and authentic leadership activities. Highly effective TTU Educational Leadership Department faculty members will teach and support Fellows in successfully completing the TTU coursework and GPISD internship experiences through zoom meetings, email, and at least six site visits. Fellows will be placed in high need campuses led by effective Principals. The administrators will use a gradual release method to plan and implement ESF based school improvement including conducting professional development, educator observations, and instructional coaching to improve teaching and learning. MISSION: GPISD is a learning community vigorously pursuing student success. The district's mission statement states, "We will ensure student success by providing a free and appropriate public education through a continuum of services to maximize each student's academic and functional abilities." NEED 1: Research indicates positive student-educator relationships significantly improve psychological engagement and achievement in school. Relationships are enhanced when the ethnicity of leaders reflects that of the student population. In GPISD the ethnicity of leaders does not reflect the student population: Hispanic (22% leaders/69% students), African American (42% leaders/17% students), White (32% leaders/9% students). There is a need to align the ethnicity of the 121 school leaders to the student population. NEED 2: According to STAAR reading and math outcomes, during COVID remote learning students of poverty and second language learners experienced the greatest learning loss. In GPISD, 74% of students qualify for the federal lunch program and 34% of district learners qualify for Emerging Bilingual (EB) services. By the end of 2023, lower levels of student and school success compounded by COVID safety and wellness concerns resulted in a turnover rate of 28% for school administrators. There is a need to focus pedagogy and clinical experiences on instructional leadership and to integrate wellness/safety protocols into stakeholder training to build resiliency. NEED 3: The Effective Schools Framework (ESF) outlines a diagnostic process for assessing and prioritizing needs, determining essential actions, and aligning technical assistance/professional development/resources to support continuous school improvement. Seven schools qualified for "Targeted Support" for 2022-23. There is a need to develop Fellows as instructional leaders capable of implementing ESF improvement plans. NEED 4: The GPISD Principal Residency Program has resulted in 41 diverse candidates taking their place as a campus leader in the district. There is a need to communicate project outcomes to key leaders, integrate the program into the GPISD Improvement Plan, and cultivate new partnerships to sustain the program. MEETING MISSION and NEEDS: During the first 6 cycles of the program, the GPISD and TTU partnership has strengthened the depth and quality of the district's leadership talent to positively affect school outcomes. As a result, student achievement improved and GPISD earned an accountability rating of B by the end of 2022. The proposed Principal Residency Grant will empower GPISD to recruit five diverse candidates to become instructional leaders with the training and experience to improve student, school, and community success.



## Goals, Objectives, and Strategies

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

GPISD formed an Advisory Council comprised of parents, district and university educators, and community members to develop goals, objectives, and activities for the grant program. SMART GOAL- By the end of the 15-month residency period, 100% GPISD Principal Fellows will graduate with a Master of Education in Educational Leadership and Principal Certification. OBJECTIVE 1- Recruit diverse educators who reflect ethnicity of campuses and have successful experience, character traits, and leadership abilities to improve student achievement. Activities include projecting administrative openings; reviewing GPISD and campus improvement plans to prioritize goals and skills sets needed; analyzing campus demographics to determine leadership needs in terms of diversity; and updating interview/selection rubrics to reflect identified priorities. OBJ 2: Partner with TTU to implement a full-time EPP with content focused on the development of campus and instructional leadership. Activities include jointly updating communication, authentic clinical learning experiences, and observation/evaluation processes based on Cycle 6 data/feedback to positively impact the development of the Texas 268 Identified Integrated Pillars of effective school leadership. OBJ 3: Provide authentic campus-based leadership opportunities through TTU Faculty Coaches and GPISD Principal Mentors. Activities include Mentors attending ESC 10 ESF training to support development/implementation of ESF based plans; TTU Coaches focus on content pedagogy and GPISD Mentors focus on leadership skill sets to guide Fellows in conducting weekly data and PLC meetings and coaching teachers; and Mentors and Coaches jointly utilize observation/evaluation and feedback information to continuously monitor and support Fellows. OBJ 4: Build a sustainable principal pipeline. Activities include planning for financial support through partnerships, communication with senior leadership and community; and inclusion in GPISD improvement plan, policies and procedures.

## 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 Grand Prairie ISD/Texas Tech University (TTU) Principal Residency Program evaluation is designed to determine if the project establishes a successful principal pipeline that positively impacts student outcomes and school success. Seventy percent of the evaluation is tied to the Principal Fellow's performance in completing course content and authentic leadership experiences to develop instructional, administrative, and school and community leadership competencies. Multiple performance tools will be used to evaluate the resident's performance include: T-PESS rubrics evaluated by Principal Mentors, Observation and Feedback rubrics including coaching notes and TEA surveys evaluated by TTU Coaches, Degree plans audited by TTU, and EFS School Improvement Performance Indicators evaluated by Area Chiefs. Thirty percent of the program evaluation is conducted to determine if project implementation positively impacts student achievement and growth. Performance tools to be used include: Student Achievement (% of all learners approaching, meeting, or exceeding TX standards in ELA/Reading and Math; School Progress (% of all students meeting annual growth standards), and Closing the Gaps (% of all students and groups meeting achievement or progress standards). PROCESSES: The GPISD Educational Improvement Committee created a blueprint for the 2024-25 Principal Residency Program. The plan outlines SMART goals, objectives, action steps, benchmarks of Principal Fellow performance, benchmarks of student growth and achievement, performance measures, and evaluation tools for each quarter of the project period. Mentor Principals will work with TTU faculty to develop an effectiveness rating for each Principal Fellow at the end of each semester based on student and intern performance. The progress monitoring data and information will be used to adjust TTU course content and authentic leadership experiences to improve course completion rates. Data and feedback will also be used to revise professional development for GPISD leaders and TTU faculty members to improve leadership, mentoring, coaching, and communication systems to meet student benchmarks and goals. The final evaluation will include end-of-year resident performance data and student achievement results, as well as, the number of Principal Fellow applicants, demographic data of residents selected for and completing the program, residents' program completion rates, residents' certification test scores, residents' satisfaction rates with GPISD Mentor Principals and TTU Coaches and post residency placement information. The annual evaluation will also include TEA-provided program self-evaluation rubrics and resident self-evaluation rubrics completed by GPISD and TTU participants to determine the fidelity of program implementation. TEA rubrics and project information will be used by partners to plan effective Principal Residency projects each year.

**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.

Grand Prairie Independent School District (GPISD) proposes to enter into a partnership with Texas Tech University (TTU) to implement a 2024-2025 Principal Residency Cycle 7 Grant. The district qualifies for a grant award of \$375,000 based on the selection of five Principal Residents. Funding requests of the full \$375,000 are requested to meet program goals during the project period which extends from February 12, 2024 to August 31, 2025. The district has committed to provide \$75,000 in matching funds to implement the initiative during the same time period.

**PAYROLL COSTS (6100):** GPISD requests \$315,000 in payroll costs to provide Principal Fellows salaries, TTU scholarship stipends, and Principal Mentor stipends. (1) Five outstanding GPISD educators will be selected to complete a Principal Residency program preparing them to become campus leaders in the district. Principal candidates will serve as full-time administrative interns with no classroom responsibilities during the residency period. GPISD requests grant funds of \$250,000 to provide \$50,000 in salary costs for each intern. The district commits matching funds of \$75,000 to provide \$15,000 in salary costs per intern. Grant funds requested to pay Principal Fellow salaries total \$250,000 for the project period; (2) Tuition Stipends: The Educator Preparation Program (EPP) will include 36 hours of graduate level coursework enabling Fellows to earn a Masters of Educational Leadership and principal certification. Texas Tech University tuition costs total \$12,000 per student. Grant funds of \$60,000 are requested to provide scholarship stipends; (3) Principal Mentor Stipends. The 15-month educator preparation program will include authentic campus-based leadership experiences in a clinical setting for a minimum of a school year. High performing GPISD Principals will be selected to guide and support Fellows in successfully completing the job-embedded experiences during the residency. GPISD requests payroll costs to pay each Principal Mentor a \$1000 stipend to attend the TA summer training institute and to complete mentoring duties. Grant funds requested to pay Principal Mentor stipends total \$5000 for the project period.

**PROFESSIONAL AND CONTRACTED SERVICES (6200):** Grant funds requested for professional and contracted services total \$40,000 for the project period. Texas Tech University faculty members will host cohort meetings, trainings and six site visits during the 15-month residency to support Principal Fellows and Principal Mentors. In addition, project stakeholders will collaborate with the National Institute for Excellence in Teaching (NIET) to review formative and summative evaluations and provide feedback and guidance in EPP planning and implementation.

**SUPPLIES AND MATERIALS (6300):** Grant funds requested for supplies and materials total \$5000 for the project period. Texas Tech University graduate level courses will be offered to Principal Fellows through video conferencing technologies. The university requires curriculum materials and resources to supplement virtual coursework. GPISD requests \$1000 in curriculum materials for each resident.

**OTHER OPERATING COSTS:** Grant funds requested for operating costs total \$5000 for the project period. Operating costs are requested to pay certification and travel costs. (1) Certification costs. Texas Principal candidates will need to pass the Principal as Instructional Leader (268) exam and complete the Performance Assessment for School Leaders (PASL) to obtain a standard certification. Exam fees total \$200 per resident. \$1000 in exam fees are requested for five Principal Fellows. (2) Travel Costs. All Mentor Principals and TTU Coaches managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2024. \$2000 in travel costs is requested to allow project leaders to attend the Institute.

**INDIRECT COSTS:** Indirect costs of \$10,000 are requested for the project period. These costs are less than the \$14,154 in indirect costs allowed for this grant program based on the current GPISD approved restricted indirect cost rate of 4.044%.

**SUMMARY:** We are a GPISD community dedicated to student, family, and educator success. Building and sustaining a pipeline to prepare high-performing school leaders is a priority for GPISD. The district has been honored to be a recipient of Principal Residency awards in Cycles 1-6. The budget proposed for Cycle 7 is based on lessons learned in previous projects. A senior leadership committee, the GPISD Clearinghouse Team, will serve as the advisory committee to review project implementation, data, and feedback. Grant and district funds will be allocated as necessary to adjust personnel and resources to meet performance benchmarks and grant goals. GPISD educators work tirelessly to ensure our students have opportunities to achieve academic and personal goals. GPISD will use all available funding sources to ensure each educator aspiring to become a Principal graduates well-prepared to lead students, educators, and the community.

**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.

GPISD educators and Texas Tech University Educational Leadership faculty have established a process for the recruitment and selection of Fellows. Each component of the recruitment plan includes both district and university screening of applicants to ensure a fair and rigorous selection process that identifies the 'best fit' principal residents. DIVERSITY IN RECRUITMENT PRACTICES: 121 GPISD school administrators serve a diverse community of children which is predominantly Hispanic (69%), African American (17%), and White (9%). However, only 22% of school administrators are Hispanic while 42% are African American and 32% are White. Principals, counselors, lead teachers and instructional coaches will be instructed to recommend teachers for the recruitment event who reflect the diversity of the student population, have documented success working with at-risk youth, have not served as a Principal, and do not have a principal certification.

APPLICANT IDENTIFICATION: Applicants will provide a professional resume, letters of recommendation from leaders and peers, and current examples of student progress and success. The selection team will use the information along with the candidate's cumulative T-TESS evaluation scores to determine evidence of instructional leadership capacity based on five admission standards specified by TEA: (1) Evidence of Measurable Student Achievement; (2) Strong Evaluations and Appraisals; (3) Interpersonal Leadership; (4) Effective response to Observations and Feedback; and (5) Growth Mindset.

PREDICTOR ASSESSMENT: Candidates will complete an application including open-ended questions on educational leadership. The team will evaluate the candidate's knowledge of ESF school improvement, and demonstration of behavioral traits such as problem solving, interpersonal, and leadership skills. Principal Fellow candidates will be ranked based on points from each component. Partners will select ten candidates to attend final interviews.

RESIDENT SELECTION: Texas Tech University faculty members will lead a virtual live interview of each candidate as the final phase of the selection process. Interview questions will cover leadership dispositions, teacher content knowledge, advocacy for at-risk students, teacher mindset and instructional knowledge. GPISD and TTU project leaders will jointly review information gathered and interview results to choose five Principal Fellows for the Cycle 7 project.

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.

The Principal Residency Program is a collaborative partnership between GPISD and TTU to prepare aspiring principals to confidently enter a campus administrative position as a highly qualified instructional leader. Fellows will be relocated to a campus with anticipated openings to serve in a paid campus leadership position and complete rigorous clinical learning experiences under the guidance of a GPISD Principal Mentor and a TTU Faculty Coach. During the 15-month internship, students will earn a TTU Master's degree in Educational Leadership and a Texas Principal certification. The graduate program includes 30 hours of core content and a 6 hour principal internship. Course curriculum, job-embedded leadership opportunities, and assessment measures have been designed to meet skill requirements of the Texas 268 Identified Integrated Pillars. During the summer of 2024, Fellows will attend a Summer Institute and complete 6 hours of graduate courses. Beginning in August 2024, Fellows will begin the internship at a targeted GPISD campus and complete 30 hours of graduate coursework. During these semesters, Fellows will complete rigorous clinical learning assignments including Unpacking the T-TESS and Instructional Coaching Frameworks and as they work with school leaders to improve instruction through a purposeful evaluation process. Interns will address school challenges by working with improvement committees to create and implement ESF school improvement. Residents will coach struggling educators through POP cycles to build teacher leaders responsible for student achievement. The interns will learn to develop collaborative teams by leading data meetings to identify teaching and learning gaps; facilitating PLCs to develop content, instructional practices, and classroom culture; and coaching teachers in using personalized instructional practices to improve student outcomes.

**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.

GPISD has a data-driven instructional system. GPISD conducts on-going professional development to improve educator use of data protocols to disaggregate scores and improve student outcomes. **INTERIM ASSESSMENTS:** Students in grades K-2 are administered assessments in reading, math, and science at the beginning (baseline), middle (progress), and end (mastery) of the year. Curriculum Check Assessments are administered to 3-12 students at the end of each 9 weeks of school in core subject areas. Interim assessments are aligned to grade level TEKS, STAAR standards, and College Readiness Standards and used to evaluate student progress toward mastery of TEKS-based class curriculum. **SUMMATIVE ASSESSMENTS:** GPISD teachers administer STAAR or STAAR Spanish in grades 3-8 and End-of-Course (EOC) assessments in grades 9-12 in April and May of each school year. The assessments are used to evaluate mastery of the TEKS in state prescribed subject areas at each grade level. **PLANNING FOR INSTRUCTION:** A highly active instructional leadership team that includes Principals, Assistant Principals, Academic Deans, and Instructional Coaches (iCoaches) drive data meetings after each interim assessment to maintains focus on data driven instruction throughout the year. A member of the team leads data meetings to disaggregate school-wide, grade level, and individual teacher data with educators. Once patterns are identified, teachers are guided to use the information to develop grade level action plans that target curriculum gaps (TEKS), essential content knowledge, and effective instructional practices to improve outcomes of ALL learners including high and low outliers. During weekly PLCs, Academic Deans and iCoaches guide teachers in designing effective lesson plans to personalize instruction and accelerate learning. The educator teams review targeted TEKS using Lead4Ward and TEKS Resource System field guides to determine student expectations and NIET Content Knowledge Resources to develop understanding of essential knowledge and skills. The instructional team utilizes NIET Learning Acceleration Practices to model the development of targeted instructional practices, scaffolded lesson sequences with appropriate pacing, and active participation strategies. Once effective lesson plans are created, instructional leaders focus group planning on using questioning and feedback techniques to develop critical thinking and problem-solving abilities as students complete guided lessons in class and independent homework activities in a gradual release model of instruction.

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.

Grand Prairie ISD uses the Pre-Conference, Observation, Post-Conference (POP) protocol to monitor implementation of essential actions and build reflective teaching practices that improve student outcomes.

**PRE-CONFERENCE:** Multiple interim assessments are administered during the school year to monitor student performance and progress at the campus, grade, and classroom levels. School Instructional Leaders including the Principal, Assistant Principal, Academic Dean, and iCoach lead data meetings after each test administration. During the sessions teachers analyze exemplar student answers, identify gaps between exemplars and non-exemplars, and plot trends over time to create high leverage action plans that close achievement gaps and improve academic achievement. During the Pre-Conference, appraisers and teachers review the data and action plan to develop a framework for the upcoming lesson that includes targeted action steps to improve curriculum content, instructional practices, and classroom management.

**OBSERVATION:** Affirmations give the teacher a sense of support and encouragement to improve the flow of teaching and learning. During the Observation, evaluators provide real-time feedback using nonverbal signals to support the presentation of concepts, application of skills, and the creation of new ideas. The instructional leader takes written notes to record and track feedback in four domains including the number of observations conducted, individual strengths and weaknesses, action steps addressed, and improvement realized. The information is recorded on the GPISD Walk-through Observation Evidence form after the observation.

**POST-CONFERENCE:** The Post Conference meeting provides a time reflection. During the meeting, the instructional leader and educator graph data trends across time to allow the teacher to reflect on targeted improvement. The evaluator reviews the lesson plan developed to address targeted content knowledge and instructional techniques, and to build an effective learning environment. The teacher conducts a self-analysis by reflecting on student achievement over time and areas to be reinforced or refined to meet articulated learning outcomes. The educators use the information to plan for professional development and/or to schedule subsequent observation cycles to support progress toward meeting mutually established student goals.



**Program Requirements (Cont.)**

5. The LEA must provide a description of a sustainability plan for the continuation of the Principal Residency Program beyond the 2024-25 school year.

The GPISD Executive Director of Talent Development will serve as the Project Director. The administrator will work with stakeholders to connect and strengthen seven interrelated and mutually reinforcing domains essential to project success and sustainability: (1) INSTRUCTIONAL LEADER STANDARDS: The Principal Fellows Partnership Program is an alliance between the National Institute of Excellence in Teaching, Texas Tech University Educational Leadership Program, and Grand Prairie ISD to jointly recruit and select highly effective teachers reflecting the district student population to become Fellows in a 15-month job embedded administrator residency experience. Coursework is built on the nine TEA Principal as Instructional Leader Pillars which encompass the competencies defining the day-to-day work of principals: communication with stakeholders; curriculum alignment; diversity and equity; data-driven instruction; hiring, selection, and retention; observation and feedback; professional development; school vision and culture; and strategic problem solving. (2) HIGH QUALITY PRESERVICE PRINCIPAL PREPARATION: The administrative interns are mentored by top performing GPISD Principals and TTU Educational Leadership Faculty Coaches who develop context specific instructional leadership knowledge, strategies, and practices to support and grow Principal Fellows. (3) SELECTIVE HIRING AND PLACEMENT OF PRINCIPALS: During Cycle 7, The Executive Director and GPISD Human Resources Department will work with project stakeholders to develop a multi-stage hiring and placement practices matching principal candidates’ competencies with school needs to promote administrator success and retention. (4) ON THE JOB EVALUATION AND SUPPORT: Principals will utilize walk-through observations and T-PESS evaluations to provide individualized and ongoing feedback to support for new school administrators during the first two years of leadership. (5) LEADER TRACKING SYSTEMS: GPISD utilizes T-PESS scores as longitudinal data to improve professional development, support for new administrators, Principal Pipeline management; and project planning; (6) STRATEGIC COMMUNICATION: During Cycle 7, the Executive Director will communicate the strategic vision for the pipeline with senior leadership to establish the project as a priority of the district . Inclusion of the residency program in the GPISD Improvement Plan will ensure program strategies, processes, and systems are integrated into the work of the district and will promote development of diverse funding sources.

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

Designing a Principal Residency program to build upon strengths and capabilities of school educators aspiring to become campus leaders requires constant communication between GPISD, TTU, and TEA. (1) RECRUITMENT & SELECTION: GPISD administrators meet with TTU Faculty Coaches, and TEA to review the recruitment and interview process. The team revises the number of Fellows selected based on the positions projected in the district. Applications, interview questions, and the Selection Rubric are updated to meet evolving TExES 268 standards, the student population to be served, and the qualifications needed (mindset, classroom experience, leadership qualities) to meet ESF improvement goals. GPISD and TTU use the updated tools to jointly recommend residents who have the credentials and qualities to complete degree and certification requirements and become successful school leaders. (2) COURSEWORK & CLINICAL EXPERIENCES: Residents complete 36 hours of coursework designed to develop the TX 268 Identified Integrated Pillars competencies. GPISD administrators work with TTU faculty members meet during the summer training institute to align course content and clinical teaching experiences with GPISD innovative school action models, evaluation processes, campus improvement priorities, and data use protocols. GPISD Principals mentor residents on a daily basis to ensure they successfully complete administrative duties including observing peers, hosting data and PLC meetings, and coaching teachers to meet ESF improvement goals. TTU faculty members coach interns to successfully complete coursework and degree requirements by hosting weekly virtual cohort meetings monthly and conducting at least six site visits. GPISD Mentors and TTU Coaches meet through virtual conferencing monthly to monitor and revise implementation as needed. The communication system serves as a support mechanism for residents and project leaders resulting in improved performance, satisfaction, and degree completion rates for Fellows. (3) EVALUATIONS: Each year, TTU works with GPISD leaders to align intern evaluation metrics with GPISD observation protocols, T-PESS evaluation rubrics, and TEA accountability standards. A federal grant awarded to TTU empowers the partnership to work with the National Institute for Excellence in Teaching (NIET) to develop calibration protocols to more precisely evaluate the effectiveness of project components on the development of instructional leadership skill sets. Evaluation data and feedback will be communicated to each Campus Improvement Committee, the GPISD Clearinghouse, and TTU Educational Leadership department to sustain and fund future pipelines.



**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**