



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

NOGA ID [Redacted]

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](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 **February 10, 2023 - August 31, 2024**

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 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

**Amendment Number**

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

**Applicant Information**

Organization **Alpine ISD** CDN **022901** Campus [Redacted] ESC **18** UEI **UL31H5GN** WT33

Address **704 W Sul Ross Avenue** City **Alpine** ZIP **79830** Vendor ID [Redacted]

Primary Contact **Dr. Michelle Rinehart** Email **mrinehart@alpineisd.net** Phone **432-837-7700**

Secondary Contact **Mr. Clay Braden** Email **cbraden@alpineisd.net** Phone **432-837-7700**

**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 **Dr. Michelle Rinehart** Title **Superintendent**

Email **mrinehart@alpineisd.net** Phone **432-837-7700**

Signature *Dr. Michelle Rinehart* Date **10/28/2022**

**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.

Alpine ISD has a vision for district improvement that includes a mission to recruit and retain diverse and highly qualified campus instructional leaders to serve in our remote, rural West Texas district. Alpine is often referred to as the Last Frontier. In Alpine, we do not measure distance by travel miles but by travel hours. Brewster County is one of the largest and poorest counties in the country. Being a small, isolated community with a large low-socioeconomic population creates recruitment and retention challenges with administrators leaving after receiving a few years' experience to return to (sub)urban, better-paying schools. As a district, we have a high turnover rate of administrators (for example, 3 of our 6 campus administrators are new hires this year) and few of our applicants are "home grown" administrators. Through this program, we will create a principal pipeline for local educators who are committed long-term to Alpine. Alpine ISD is committed to creating and sustaining a GYO principal pipeline by its continued use of Title II Professional Development monies and local funds in the event the PRG is not awarded in future cycles. While the Alpine ISD/SRSU partnership is new, it is modeled after other SRSU/K-12 partnerships that have been successful in graduating, certifying, and placing residents since 2017. The Alpine Principal Academy (APA) has a rigorous and comprehensive recruitment and selection process, modeled from the Principal Residency Grant rubric, which ensures candidates are diverse, committed to excellence, and will remain at Alpine ISD. Emphasis is placed in the application and interview on attracting diverse candidates to reduce the disparity in ethnicity between the student and administrator ratio and attracting culturally proficient candidates experienced with SpEd, EB/Bilingual and At-Risk student populations. APA residents will be placed with principal mentors who embrace the ESF school improvement model and agree to additional ESF/TIL training. The APA allows the district to create and sustain a pipeline of high-quality candidates who have experience and are ready to step into positions as campus instructional leaders with 21st century evidence-based skills. Grant monies will enable 2 APA candidates to leave the classroom for one year and dedicate themselves full-time to completing their Action Research Project, shadowing their mentor, and mastering real-world, authentic administrator skills. Grant funds for two APA residents will accelerate progress in achieving Alpine ISD's vision of improving academic performance and meet our district goal of having all Alpine ISD campuses meet standards set by TEA, receive a rating of "A," and achieve at least one distinction by the end of the 2023-24 school year. During their year-long practicum, residents complete all nine of the TExES 268 Identified Integrated Pillars and conduct an Action Research Project that addresses the ESF levers and change process model. Residents analyze campus data, and identify high-leverage, high-priority campus needs. They form a data team of relevant teachers. The team conducts a root cause analysis, creates a targeted improvement plan, conducts professional development to improve instruction, and implements the TIP in their classrooms. During implementation, heavy emphasis is placed on the resident's continuous monitoring of the Data Team using teacher/student exemplars and common assessments. Coaching, observation, and feedback skills are put into practice using Bambrick methodologies. Residents reflect on Data Team success in a Portfolio Defense attended by all stakeholders at the end of the program. Upon completion of APA, residents will be placed into an admin position.

### 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: Work with SRSU to identify and select 2 principal candidates from a diverse pool of principal candidates that are reflective of the district demographics to participate in a year-long, full-time, authentic instructional leadership experience; retain and advance the selected candidate's career while transforming struggling schools/subpopulations. Goal 2: Transform campuses by training the candidates, principal mentors, and Data Team teachers in the ESF/TIL model of campus improvement. Goal 3: Improve and sustain Alpine ISD's APA by assigning quality principal mentors to residents. Provide training to the Principal Mentors and continuous communication between Principal Mentor/Resident/Field Supervisor. This experience will provide job-embedded, authentic instructional leadership activities designed to provide candidates the following skills: 1) Data analysis to the item (TEKS) level to identify high leverage, high priority campus needs; 2) Mastery of the ESF levers and change process model using action plans; 3) Cultural proficiency and recognition of biases in accessing root causes; addressing diverse student needs with instructional strategies; 4) Plan and implement professional development that addresses targeted needs and is monitored continuously through implementation; 5) Coaching, observation, and feedback skills using Bambrick methodologies including scripted agendas, active listening, modeling, practice, and re-training, weekly data analysis meetings; 6) Use of teacher exemplars to analyze student work; and common assessments to measure success; 7) Facilitate effective collaboration growing a positive campus culture with a team of teachers using the Driven by Data 2.0 model; 8) Gain experience in handling discipline, attendance, plant management, budget, master schedule, new teacher training, in-service plans and facilitation, hiring, placement, T-TESS observations, and other administrative duties; 9) Engage in coaching and facilitated support provided by the Superintendent.

### 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 Alpine ISD APA will improve principal retention, school culture, and student achievement. By training the mentors and residents on the ESF/TIL models, struggling schools and subpopulations will improve academically, and PLCs will become data-driven. This transformation requires highly effective leaders guiding the ESF change process. Success of the residents will be measured as follows: 1) By August 2023, residents will conduct a multi-source data analysis to identify high-priority, high-leverage items at the item (TEKS) level; work with relevant teachers by facilitating, planning, training, and implementing a targeted improvement plan (TIP); use common assessments, student work, and walk-throughs to monitor growth. Outcomes will be shared with stakeholders at the August 2024 Portfolio Defense. 2) By August 2023, residents will identify and select a teacher team to address the identified problem. In Fall 2023, residents will facilitate the PLC's development of a TIP. By January 2024, residents will facilitate professional training on the targeted instructional strategies allowing time for modeling, lesson planning and scripting, and practice. 3) From January to May 2024, the Data Team will implement the TIP, conducting weekly data analysis meetings using student work, exemplars and common assessments to identify and re-teach student learning gaps; residents will conduct pre-and post-observation meetings, walk-throughs and coach/retrain team members as needed. Outcomes will be shared with stakeholders at the August 2024 Portfolio Defense. 4) By August 2024, Data Teams will show a measurable improvement in student and professional growth. 5) The Mentor and Field Supervisor will continuously monitor using real-time instruments providing 3-way feedback: interactive calendar, logs, and reflections. Tutoring will occur for any resident with significant gaps in Pillar and Action Research Project assignments. TIL trainers and the Superintendent will provide additional observations of residents providing more coaching experience to residents and principal mentors. 6) From August 2023 to August 2024, residents will take pre-assessment, formative, and summative practice TExES 268 examinations and be provided continuous feedback as needed on weaknesses in Domains/Competencies. Residents must score 80% on the ETS practice TExES 268 Examination. Residents with lower scores must complete a remedial course of study and re-test. 7) Team collaboration and professional growth is measured by video interviews, surveys, data literacy survey, career advancement survey, observation and feedback reports, weekly meeting evaluations, successful certification, and placement of candidates. 8) Alpine ISD and SRSU will utilize a fidelity of program instrument. Program effectiveness is measured by resident and principal mentor program satisfaction surveys.

**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 will fund the residency for two principal residents who will serve full-time in a year-long residency and will be relieved of all teaching duties. This allows candidates to be fully immersed in authentic, real-world instructional leadership activities. Funds for two residents totaling \$150,000 grant funds plus \$30,000 district matching funds (total of \$180,000) will cover the following items:

- 1) 2 Principal Mentors will be provided a \$1,500.00 stipend each (2x\$1,500=\$3,000 total) to encourage highly effective administrators to serve as mentors to residents and will ensure proper time is taken with residents to maximize the program's effectiveness.
- 2) 1 District Grant Manager will be provided a stipend of \$4,000 to ensure uniform communication and central office support
- 3) Region Center training for T-TESS and AEL at \$1,000 for each resident candidate to ensure they are fully prepared to step into an administrative position (2x\$1,000=\$2,000 total)
- 4) Testing, books, and materials at \$1,000 for each resident candidate (2x\$1,000=\$2,000 total)
- 5) SRSU tuition and fees to provide instruction and completion of master's in educational leadership with certification (estimated 2x\$10,000= \$20,000 total)
- 6) ESC Texas Instructional Leadership (TIL) training for 2 principal mentors and principal residents (estimated cost of \$10,000)
- 7) \$109,000 plus district matching funds of \$15,000 per candidate (2x\$15,000=\$30,000) will be provided for salary costs and benefits (a total of \$139,000) for residents and replacement teachers to enable residents to participate fully in the job-embedded, year-long resident experience.

To ensure that the Grow Your Own Principal Program remains sustainable for future cohorts, Alpine ISD will adjust funds shifting back to a combination of, reduced tuition at SRSU and other available Title II professional development monies, if PRG funds are not available to ensure that the district's principal pipeline continues to build capacity for highly qualified principal candidates. Alpine ISD is committed to sustaining the principal pipeline.

In addition to the ESF/TIL initiative, Alpine ISD has similar ongoing initiatives including:

- 1) Strong Foundations Instructional Framework Mathematics \$70,000 TEA grant
- 2) Instructional leadership coaching for all principals in the district
- 3) Superintendent, principals, and assistant principals lead weekly PLCs on their campuses (no budget needed)
- 4) Working on a GYO Teacher Residency grant with UTPB for paraprofessionals to become certified teachers while working in Alpine ISD (grant monies will be received by UTPB partner for up to 5 future teachers)
- 5) Local district partner for Noyce Fellowship program at Sul Ross State University, focused on preparing local students for careers in STEM education MSF grant (grant monies received by SRSU partner).

Additionally, Alpine ISD is applying to:

- 1) Learning Acceleration Support Opportunities (LASO) grants from TEA
- 2) 2023-2024 National Board Candidacy Cohort grant from TEA
- 3) launch a Teacher Incentive Allotment (TIA) system through TEA (Cohort F)

Also, our Superintendent (Dr. Michelle Rinehart) was instrumental in Rankin ISD's participation in 7 out of 11 TCLAS grants from TEA and the Teacher Incentive Allotment during the 2021-22 school year when she served there as Assistant Superintendent.

**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.

Alpine ISD will recruit and select highly qualified candidates who are interested in becoming highly qualified campus instructional leaders using the following process: social media, district and campus websites, and district email will be utilized to attract diverse, qualified candidates from within the district to apply for the APA. Campus principals will be consulted to recommend candidates that hold unique skill sets and who are high performers with demonstrated instructional skills. Selected candidates will be based on their leadership ability as demonstrated by: student achievement on STARR/EOC tests, and from progress benchmarks, teacher created materials, TELPAS, Texas Teacher Evaluation, T-TESS, appraisal data, overall body of work, commitment to the district, and alignment to student demographics. For application purposes, interested candidates will submit their education background, certification and teaching experience, a self-evaluation, and prior campus leadership experience (e.g. department chair, service on campus improvement team, instructional coach). Additionally, candidates will submit a professional resume, letter of recommendation from current supervisor, and evidence of the last two years of student achievement and progress data to plan academic improvement of their students and their effectiveness in closing achievement gaps. At the time of screening and selection, a selection committee comprised of the Superintendent, SRSU Program Coordinator, and principals with experience in school improvement will review the application packets using rubrics to rate each application's components. Strong candidates will be interviewed by the Selection Committee who will use an oral interview rubric that includes components of leadership style and disposition, teacher content knowledge, advocacy for at-risk students, teacher growth mindset, and instructional knowledge. Prior to the interview, applicants will complete a writing sample containing open-ended questions concerning educational leadership that demonstrate problem-solving ability and leadership decision-making based on the Knowledge, Skills, and Mindset (KSMs) model derived from the TEA's standards for the Principal as Instructional Leader. After the interview and writing, scores will be tallied; candidates with the highest scores will be selected into the program. Prospective principal mentors and residents will complete a TEA-approved survey to find the best match to maximize growth opportunities.

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 Alpine ISD and SRSU partnership APA has created job-embedded opportunities to practice/master leadership skills, especially coaching and improving student outcomes. Mentors and Field Supervisors mentor residents in pre-and post-meetings, walk-throughs, and other coaching along with providing real-time feedback on interactive calendars, logs, reflections, and observation reports. The Action Research Project provides real-world application of the ESF model by requiring the residents to conduct an in-depth campus data analysis using district software to select a high-priority and high leverage item (TEKS) for improvement. Residents are trained and form an effective team of relevant teachers. Residents facilitate weekly Data Team meetings. The residents practice and then conduct a root cause analysis with the Data Team. This pattern of peer-to-peer practice and application continues throughout the year-long residency. The Data Team, led by the resident, researchs solutions, writes SMART Goals, creates a Targeted Improvement Plan. They plan and implement Professional Development on the targeted instructional strategies which includes unpacking the TEKS, modeling, scripting and practicing lessons incorporating the targeted, proven-effective instructional strategies and writing teacher exemplars to analyze student work for gaps. The team then adds the observation and weekly data analysis meetings to their calendar. The resident conducts walk-throughs, pre-and post-observation meetings providing open-ended feedback and re-training for teachers. Weekly data analysis meetings review student work and common assessments for learning gaps. Data on team collaboration effectiveness and professional growth are analyzed including 3 team effectiveness surveys (DuFour's), 2 PASL professional development surveys, team interviews, meeting reports, and re-training/reteaching reports.

**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.

Currently, data-driven instruction systems look different on each campus. These systems have historically existed as a compliance mechanism; we are shifting them to represent true data-driven instruction that provides valuable information at the classroom level to help all teachers improve their practice and help all students meet their academic growth goals.

Our current strengths in data-driven instruction systems include: 1) a highly active instructional leadership team (including Superintendent, Curriculum Director, and campus Principals) focused on growing their instructional leadership at all levels of the district; 2) an explicit district focus on instructional leadership and on high-quality classroom instruction; 3) regular and deep analyses of district and teacher-level data to identify patterns and co-create action plans for improvement; and, 4) a superintendent who is an instructional leader & classroom champion. Our emerging work in data-driven instruction system includes: 1) using common, interim assessments across grades and subjects that are aligned to end-goal assessments (administrators, including our Superintendent, are leading PLCs to help teachers create, administer, and analyze results from these assessments); 2) PLC systems for creating, implementing, and monitoring high-quality instructional materials that meet or exceed the rigor of the TEKS (this is occurring within our emerging PLCs, as well as in our Strong Foundations Math Instructional Framework grant funded by TEA for grades K-6 mathematics); 3) leading lesson and unit planning activities that are connected to the trends that the data show (our administrators are working with PLCs to help teacher teams analyze assessment data and develop lessons / interventions to address student needs; administrators have also rallied additional resources to support these interventions, including multiple interventionist positions at AES, tutoring, RTI systems, etc.). Our growth edges for data-driven instruction systems include: 1) delivery of ongoing, job-embedded professional development that operationalizes data-driven instruction within PLC structures in actionable, bite-sized ways for both our teachers and administrators (e.g., TIL, ESF); and, 2) incorporating exemplar student answers/work in assessment analysis cycles, including identifying the gap between exemplars and non-exemplars. Grade-level PLCs are meeting in different ways with different purposes; district-wide coherence is a next step for us.

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.

We are overhauling our observation and feedback systems to make them more growth-focused and actionable; these systems will be a key component of the APA program, as well as our proposed Teacher Incentive Allotment system, which will focus on rewarding excellent teaching and growing all teachers to their next level of excellence. Our current strengths in observation and feedback systems include: 1) content knowledge expertise in core subject areas (including a superintendent who is a national leader in mathematics instruction and administrators with deep expertise in effective teaching practices); 2) use of genuine moments of affirmation that are rooted in evidence, provide actionable feedback, and spur teacher reflection; and, 3) fostering a culture of growth and excellence, where everyone strives to improve their practice (a culture of high expectations, high accountability, and high support). Our emerging work in observation and feedback systems includes: 1) using a coherent system (e.g., T-TESS rubric, Get Better Faster rubric) that identifies the highest leverage issue and provides aligned, actionable feedback; 2) use of a common system for tracking teacher feedback (currently we use Eduphoria to track observations, but the use of this tool is more compliance-focused than operational/helpful for our teachers and administrators; we are exploring other alternatives/customizations); 3) systems to follow-up on teacher observations (we've implemented district-wide systems such as all teachers receiving a classroom observation and positive feedback within the first month of school; next steps include systems to track coaching relationships and feedback over time); 4) systems of coaching supports (we've implemented multiple tiers of coaching support, including part-time instructional coaches, retired teachers, principals, assistant principals, and district leaders); 5) identifying high leverage trends across multiple observations to determine grade-level / whole school professional learning (we've done this work through our Strong Foundations grant work for K-6 math and through our support of grade-level PLCs where we identify trends/needs and then design job-embedded coaching/PD to meet these needs). Growth edges in observation and feedback include: 1) systematizing processes coherently across grade levels; 2) designing and implementing weekly observation schedules; 3) incorporating teacher planning and practice within feedback sessions; and, 4) developing systems for real-time feedback during classroom observations.

**Program Requirements (Cont.)**

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

Alpine ISD and SRSU are fully committed to continue working with the program beyond the grant period, as evidenced by their commitment to other collaborative initiatives (e.g., GEAR-UP program, launching a community-wide daycare program, reading partnerships, athletic collaborations, student teachers, etc.). If grant funding is not available, other monies will be used and are in place. Post-grant, Alpine ISD's district leaders are committed to covering future residents' salaries and tuition using other available Title II monies. Alpine ISD and SRSU will negotiate reduced tuition costs to ensure residents receive their master's degree with certification at little or no cost. In addition, as part of the Superintendent's campus improvement vision, she has included in the APA an initiative that provides graduates from the Alpine ISD/SRSU APA opportunities to take on leadership roles in the district. As part of this initiative, highly qualified graduates from the Alpine ISD/SRSU APA are given preference in administrative job openings including instructional coaching, director of curriculum, director of special programs, dean of instruction, assistant principal, principal, and other central office positions. A system of instructional coaches beginning on low-performing campuses will be put in place as well. All these systems ensure the continued operation of the APA, a principal pipeline of highly qualified instructional leaders, and an enactment of the superintendent's vision of instructional leadership across all levels of leadership in the district.

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

Alpine ISD and SRSU have real-time communication systems in place to ensure effective communication between key SRSU/Alpine ISD stakeholders. The interactive calendar ensures all additions and deletions of events and activities are noted instantly by all parties. This real-time system is also provided for residents' weekly logs, reflections, and observation reports which allows field supervisors, principal mentors, residents and coordinators to schedule and provide commentary for upcoming events/activities instantly as they are posted. Residents' calendars include all activities for the upcoming week and comments are added prior to and after those events. The real-time calendar also ensures excellent attendance at PLC meetings and other residents' activities by providing good notice of these events, giving the mentor and field supervisor more opportunities for feedback and commentary. Principal mentors and field supervisors also meet with residents weekly. Struggling residents are provided a tutor to re-teach and re-assess. Progress is reviewed at monthly Practicum meetings. Mentors are invited to attend these meetings as well. Obstacles and barriers residents are encountering are reviewed in the SRSU monthly curriculum meetings and systems revised. In the first semester of practicum, the field supervisor observes a minimum of 4 data team meetings. Principal mentors are required to attend as many meetings as possible, barring emergencies. It is emphasized that the principal mentor attends the first data team meeting to reinforce the resident's authority in leading the team. During implementation, observations increase with the Principal Mentor and Field Supervisor covering most of the weekly PLC meetings. With grant monies, the TIL coaches from the region center will add additional observations and will walk-along with residents to assist residents in providing more practice and opportunity to master Bambrick, TIL, and T-TESS coaching principles. The Alpine ISD Superintendent will provide additional coaching and feedback, as well. Alpine ISD/SRSU workshops are conducted on district data analysis, human resources, plant management and other timely topics. These relationship-building activities continue through workshops, stakeholders' attendance at the Action Research Project Portfolio Defense presentation, and pre-graduation celebration of the residents' accomplishments. The role of the SRSU Coordinator also includes providing support through the university systems including admissions, tuition payment, registration, and graduation.



**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**