



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

NOGA ID

Authorizing legislation

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

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

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

Application stamp-in date and time

Grant period from

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
- 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 DUNS

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 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2022-2023 Principal Residency Grant Cycle 5 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents do not have significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2022.
- 12. EA assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- 13. LEAs and EPPs must utilize *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

Statutory/Program Assurances, cont'd.

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

Check each of the following boxes to indicate your compliance.

- 14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to principalresidency@tea.texas.gov for approval.
- 15. LEA assures it will choose from the list of approved EPP providers. An approved provider list is posted on the [TEA Grant Opportunity page](#), with all documents pertaining to the RFA.
- 16. If preliminarily selected for award, LEA agrees that the full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements, including the following: a) Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses culturally responsive methods to develop leader competencies at the personal, instructional, and institutional level.

Summary of Program

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

The mission of Eagle Mountain-Saginaw ISD (EMS ISD), built upon nine core beliefs, is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student. Eagle Mountain-Saginaw ISD 's strategic plan *Aspire 2025* has three excellence pillars: Excellence in Academics; Excellence in Personalized Opportunities; Excellence in Organizational Improvement. The action steps under all three pillars directly correlate to the Principal Residency Internship Program. Under Excellence in Academics, EMS will create a system of support, Pre-K through 12, to maximize student potential. We do this through systematic and systemic system of support at the campus level where student and teacher goals are aligned to meet continued improvement and success. Under Objective 2 of the same pillar of academic excellence, EMS will create a culture of excellence in employment recruitment, development and support. In our action steps, we have outlined a system of recruitment and support that requires a grow our own program for every level of the school district. Finally, in the third pillar of Excellence in Organizational Improvement, we will have clear and systemic written policies and procedures communicated to stakeholders. Our internship program will meet the strategic plan as we grow our own leaders to move our work forward for engaged learners that perform at high levels. Thus, the mission of the Principal Residency Program for EMS will be to foster a culture of excellence for future leaders with passion, knowledge, and skills that prepare them to lead so that every student experiences success.

As a fast-growth district with a 42% low socio-economic rate and a mobility rate on some campuses as high as 33%, we have specific needs to develop leaders who are committed to serving a growing, diversified population. We need leaders who are eager to meet the challenges of our population of students and who are able to lead adults in continuous improvement with a focused approach, utilizing the systems of learning in place with fidelity. EMS ISD currently has seventeen elementary schools, a Pre-K and childcare specialty campus, six middle schools, three comprehensive high schools, one school of choice and discipline alternative center, and one career and technology specialty campus. We have opened and staffed two elementary schools and one middle school in the past three years, and we will build, staff, and open at least two additional elementary schools, one comprehensive high school, and a rebuild of a middle school in the next three years. With these additions, there is a very strong need for building administrators, as this year alone we have added an additional three assistant principals. Our enrollment is currently sitting at 22,342 students, an increase of 1,547 more students than this time last year. EMS ISD is committed to growing our own leaders; and historically, we hire campus administrators from our own district 66% of the time.

In the program, EMS will support eight future campus administrators in their growth and development as leaders through hands-on experiences in every level of the work. The interns paired with a year-long mentor will be a part of our districtwide leadership development through summer and yearlong training where they will be introduced and engaged in deep dive data analysis to determine high area needs and develop campus plans for improvement, engage in dialogue for goal setting for self and how to lead the dialogue with teachers and students, and prepare for the managerial tasks of the daily work of discipline, attendance, and running effective meetings, including IEP Teams meetings, 504 meetings, and parent and/or student meetings.

Goals, Objectives, and Strategies

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

The goal of the program is Eagle Mountain-Saginaw ISD in partnership with Dallas Baptist University will have eight certified principal candidates that align with the district ' s mission and student demographics and have fulfilled these responsibilities by the end of August, 2023: (1) fulfill all graduation requirements for a Masters Degree in Educational Leadership; (2) pass the TExES Principal (268) exam; (3) complete the Performance Assessment of School Leaders (PASL); (4) successfully complete the SBEC Principal as Instructional Leader certification. The goal of Eagle Mountain-Saginaw ISD in our partnership with Dallas Baptist University is to implement a well-defined leadership instruction framework that will build capacity by growing a strong principal pipeline that aligns with our student ethnicity and gender groups, retains quality leadership grown within the district, and ensures continuous district intern hiring at a rate of at least 75% for leadership positions. EMS ISD is in the top five North Texas districts as a fast-growth district, and the goal is to create a systematic plan to meet the growing need for strong instructional leaders who can lead campuses and align with the demographics of our student population. Each year EMS ISD faces the challenge of hiring 6 to 8 new administrators for our campuses. This is a result of growth, promotions, and retirements. A key goal of this program is to meet this need by developing and training our future leaders through the principal residency program. We seek to align the administration demographics to the demographics of our largest groups of students: 13% African American, 36% Hispanic, 43% White, and 5% Asian. Our administration demographics for African American are currently aligned with our student population at 14%. Yet, the areas for growth are in the Hispanic and Asian populations, 11% and 3% respectively. We need to grow 25% in the Hispanic and 2% in the Asian administrative roles and decrease the White administration from 73% to 46%.

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.

Every intern in collaboration with the mentor principal will select a problem of practice to address at the campus level based on the data analysis and work with the campus administrator(s), mentor, and/or site supervisor, in development of a plan to address the problem, providing the opportunity to develop the leadership skills of analysis, communication, presentation, planning, and relationships.

Eagle Mountain-Saginaw ISD interns will create and update a portfolio each quarter with information and results from the quarterly benchmarks. Performance and Evaluation Measures include 1) Use district analytics (e.g. District Common Assessments, State Accountability Tests, Lead4ward, ACT/SAT data) to conduct a needs assessment and identify high priority items (TEKS clusters) for targeted student achievement improvements (Action Research). 2) Assemble a cross-functional Data Team (PLC Team) to collaboratively complete, at item-level, a relevant root cause analysis of poor student achievement related to the identified high priority challenge. 3) Collaborate with Data Team to formulate SMART Goal to address identified high-priority student achievement challenge 4) Collaborate with Data Team to create Targeted Improvement Plan for the Campus Improvement Plan; and 5) Review TExES Principal Domains & Competencies and create a personal SMART goal for the year working with the principal mentor. 6) Complete the CertifyTeacher TExES Principal as Instructional Leader Practice Exam (as a pre-assessment). 7) Complete a review of their work and its correlation to the District strategic plan – Aspire 2025. 8) Professional Development Plan on identified high-priority student achievement challenge that identifies solution (i.e. activities and instructional strategies) to meet student and teacher goals; implement PD Plan; conduct mid-year data team and PD effectiveness surveys. 9) Conduct Equity Audit that analyzes multiple sources of data per grade level to determine equity gaps in subpopulations and incorporate that data into Targeted Improvement Plan as relevant. 10) Complete T-TESS and AEL training.

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.

Eagle Mountain-Saginaw ISD believes that the one-year, full-time residency program is a powerful strategy to prepare instructional leaders. It provides real-world experiences with the advantages of a gradual release model and lots of real-time mentoring and coaching. These candidates will be not only prepared as certified administrators, but with the DBU partnership and customization for EMS ISD, they will be fully prepared with the EMS mind-sets, skill-sets, and tool-sets to immediately be effective leaders in EMS ISD.

Grant funds will be used to help provide the salaries for the 8 residents (\$45,000 per resident = \$360,000). The district will also contribute at least \$15,000 toward the salary of each resident plus benefits from local funds. Grant funds will also provide a small stipend for the mentoring principal (\$1000 per mentor principal = \$8,000). DBU will provide a 33% tuition scholarship for each resident (\$87,436) throughout their program of study and the grant will pay for the remaining tuition (\$22,200 per resident = \$178,000). We believe that residents should have at least some "skin in the game" so residents will be required to pay the university fees and for course materials (~\$1500 each). Grant funds will be used to reimburse residents for the TExES 268 and 368 fees when they pass the exams (\$575 per resident = \$5750). At the end of the residency period and the beginning of their administrative careers, the residents will attend either the TEPSA or TASSP conference in June of 2023. This will help them continue to build their professional experience and network. Grant funds will be used to provide this important experience for the residents (\$880 per resident = \$7040). Finally, \$2360 of grant funds will be used to provide supplies and materials for specific district training for the residents.

The district and DBU will also make a substantial investment in the preparation of the residents. The minimum \$15,000 matching funds and benefits will cost the district ~\$200,000. DBU has committed to providing a 33% tuition scholarship to these residents and any future EMS cohorts. Because of the tight integration of EMS ISD tools, philosophies, and beliefs into the DBU courses, EMS can expedite the preparation of high potential leaders and hopes to sustain the partnership with DBU well beyond the grant period. EMS may be able to merge Aspiring Administrator Academy with this program and redirect those funds to supporting the partnership with DBU.

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.

For targeted recruitment, EMS will start at the campus level, recruiting teachers, specialists, and interventionists who are seeking to earn a degree for the principalship and are also aligned to the demographics of our student population. Recommendations from principals and district level personnel will be required. A rubric will be created that will be completed by at least two administrators and one colleague for the applicant. The applicant will be scored in the areas of strategic problem solving, growth mindset, interpersonal leadership, and communication skills. There will be preferential points for meeting the specific needs of the district, including but not limited to bilingual, ethnicities of our student population such as African American, Asian, Hispanic. A recommendation letter will be required from the following: Current Supervisor, Colleague or PLC Team Member at the Current Campus, Administrator at District or Campus Level.

The applicant will submit an essay addressing the desire to be in the principal residency program and the impact he/she hopes to make as an instructional leader.

The applicants will go through an interview process and be evaluated on the following: Application Essay, Recommendation Letters with Scoring Rubric, Past Two-Year Evaluations, Formal Interview Process, Alignment with the Demographics of EMS ISD.

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

In the year-long residency, the interns would have opportunities to participate in authentic learning as a leader. Interns will be placed on campuses where they will have the ability to first participate as a learner in campus data analysis and work with the principal to develop a problem of practice that will be addressed through the leadership of data teams who target specific needs of a grade level or content. They will engage in the leading of the team and be supported with development or protocols and processes to follow that align with our continuous improvement model where the PDAS (Plan, Do, Study, Act) model is followed. With this work, they would not only collaborate with the campus principal and administrators, but they would also have guidance from the DBU site supervisor, the mentor, and the Ex. Director of Elementary/Secondary. In addition to this focused work in educational leadership, the intern would learn to engage successfully with students and parents through work with increased student involvement in the campus opportunities and events, discipline, attendance, and meetings. Finally, the target the development of the leader, the intern would be a part of our district learning walks, campus walks, goal setting meetings, and evaluations, as part of the development of the whole leader. Practice exam experiences would be provided for the principal test with feedback given for improvement. The culminating portfolio experience and presentation would provide final data of evidence of success in the role of the principal residency program with eight principal residents, the DBU support will be in-district. The interns will complete five onsite classes with EMS ISD leaders serving as adjunct professors when appropriate. This system of development provides the interns with experience in learning our tools, resources, and systems for learning and running an organization. We are able to completely customize the learning experience to grow leaders for our campuses. Having the opportunity to utilize the expertise of Dallas Baptist University will also allow us to grow to exemplary in development of strong data-driven leaders.

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.

EMS ISD begins each new school year with a deep dive into the data that reveals the root cause of student achievement or lack of achievement. The District Improvement Plan, aligned with the strategic plan of Aspire 2025, then is created to address the district's needs. The individual campuses then align the campus improvement plan to the district plan and their specific needs. The work continues downward with alignment through the collaborative process of the PLCs in department and teacher goal creation. The interns in this program will participate and learn how to lead a true systematic process for continuous improvement. EMS ISD is aligned across all campuses in the use of data-driven decision-making. Every campus utilizes the PLC process for each content area to discuss, analyze, and make decisions through an aligned Plan, Do, Study, Act process for continuous improvement in student achievement. The district common assessments and interim assessments from TEA with the yearly state accountability tests are used for data-driven decision making. The residents will serve as part of this process, learning how to lead this continuous improvement process for increased student achievement. This process includes the planning to address the needs for extensions of learning for those students who mastered the content and intervention and reteach for those students who need additional support for mastery of learning. The district also utilizes the TTESS and TPESS evaluation system where educators and administrators set goals, conference, and chart the movement toward the goals based on the data from assessments, walk-throughs, and evaluations. We use the walk-through system that aligns with the Department of Defense Education Activity (dodea). The practice is to provide relevant and timely data for informed focused collaboration and for teaching and learning from both a campus and district level. The residents will engage in walk throughs at both the campus and district level, looking for trends across classrooms and campuses as well as provide feedback to individual teachers and to departments and campuses. Seeking to improve our systems for teaching and learning, the walk-through processes provide us the date to make informed decisions about teaching, curriculum, and resources.

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.

The TTESS and TPESS system of evaluation is utilized for goal setting, conferencing, and recording data for the individual teacher and administrator. For the administrator intern, a mentor and supervisor will be provided to provide conferencing opportunities, advise, and provide feedback for growth. We have a systematic process for walk-throughs at the campus level, and the intern will be able to learn the system as he/she participates and then is given opportunities to plan the walks and lead in debriefing in the second semester. As part of the DBU program, the intern will be supported through the classwork, feedback on assignments, and supervisor's campus visits. Coursework and practice tests will provide feedback as well on the movement to the certification achievement.

Additionally, the interns will have monthly group meetings with the Ex. Directors of Elementary and Secondary to provide training, feedback, and address areas of concern.

Program Requirements (Cont.)

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

5. As a fast-growth district, EMS ISD will be able to continue to provide the opportunity to “ grow our own ” leaders through the use of funds from our increased tax base which supports the general fund account. We are committed to continue the program through general fund allotments and utilizing federal funds for our Title campuses where we need to provide additional support for increased achievement of our low-socio-economic students. We have committed funds for three interns per year in place. With the support of Dallas Baptist University and the partnership with them, our goal will be to provide a classes for principalship preparation in our own district, decreasing cost and time to the student.

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

The proposed communication plan between Eagle Mountain-Saginaw ISD and Dallas Baptist University will consist of the following: Emails and flyers communicating the program and opportunity to apply for the internship and DBU program will go out districtwide, connecting with all current employees. Communication in the Aspiring Leadership and Aspiring Administrator Institutes will give high level achievers the knowledge and process for applying to the program. Ongoing communication through the evaluation process and program implementation will be provided through email and face-to-face meetings. Semester Meetings between the Ed. Services team of EMS consisting of the Deputy Superintendent and Ex. Directors of Elementary and Secondary as well as the Director of Professional Development and Continuous Improvement with the three comprehensive high school principals and the Dallas Baptist Team consisting of Virtual monthly calls will be made between email communication is available and can be used for paperwork and/or updates to all key parties. University Field Supervisor will conduct observations and remain in contact with residents and site-supervisors throughout the program. The EPP director will meet monthly with the District team to share residents ’ progress and develop collaborative plans if any residents are struggling.

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"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<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