



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

NOGA ID

Authorizing legislation

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

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

TEA must receive the application by **11:59 p.m. CT, October 28, 2022**.

Application stamp-in date and time

Grant period from

Pre-award costs permitted from

**Required Attachments**

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

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 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):

**Applicant Information**

Organization  CDN  Campus  ESC  UEI

Address  City  ZIP  Vendor ID

Primary Contact  Email  Phone

Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the LOI application, as applicable, and that these documents are incorporated by reference as part of the LOI application and Notice of Grant Award (NOGA):

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

Authorized Official Name  Title

Email  Phone

Signature  Date

**Shared Services Arrangements**

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

**Statutory/Program Assurances**

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

Check each of the following boxes to indicate your compliance.

- 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.
- 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.
- 5. The applicant provides assurance that they accept and will comply with [Every Student Succeeds Act Provisions and Assurances](#) requirements
- 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.
- 7. LEA assures that the principal residency is full-time and at least one year in length.
- 8. LEA assures that residents do not have significant classroom responsibilities.
- 9. LEA assures that residents do not hold a principal certification in the state of Texas.
- 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities
- 11. LEA assures that all mentor principals and EPP representatives managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2023.
- 12. LEA assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.
- 13. LEAs and EPPs must utilize *Attachment 2: Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Attachment 3: Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

**Statutory/Program Assurances, cont'd.**

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

Check each of the following boxes to indicate your compliance.

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

**Summary of Program**

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

Pharr-San Juan-Alamo Independent School District (PSJA ISD) will recruit five (5) qualified principal residency candidates to complete a year-long, full time, residency program in partnership with a TEA approved Educator Preparation Program (EPP). The EPP will provide 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 (6) sessions per year. Program success measures include course performance, principal-standard survey results, field-supervisor observations, mentor principal evaluations, and mastery of the Texas Principal Certification Test (268) coupled with the Performance Assessment for School Leader Exam.

PSJA ISD has established itself as a partner in TEA's System of Great Schools (SGS) which seeks to develop a shared vision with our communities of what a "great school" looks like to ensure that all students are sitting in seats in high performing schools. The SGS approach to have school leader and teacher talent-seeking strategies that align with community priorities for schooling that aligns with PSJA ISD's goals. To strengthen our leadership pipeline, PSJA ISD has participated in several initiatives these past years. To name a few, PSJA ISD offers Education and Training courses for our high school students and has established its own alternative certification program (ACT-RGV) that prepares candidates to be future educators. In 2021 PSJA ISD acquired five campus leaders through the Principal Residency, Cycle 4 grant, and this past year, PSJA ISD secured a new partnership with our local university (UTRGV) to offer a Master's in Educational Leadership program for our educators. There have also been TCLAS relief supports that allowed PSJA ISD to provide stipends for our non-degreed staff to gain a Bachelor's degree and transition into a full-time certified teacher and funding for implementation and growth of E&T programs. PSJA ISD is committed to rewarding our high-quality teachers through the Teacher Incentive Allotment and pursuing funding from The National Board Candidacy (NBC) Cohort grant to allow PSJA ISD to expand and improve our professional development programs by offering teachers an opportunity to improve their teaching credential that goes beyond state licensure. These program initiatives ultimately build PSJA ISD's human capital and address the need to retain highly effective teachers and leaders sustaining our leadership pipeline.

It is our goal to continue building teachers in the district that will be able to meet the challenges of our highest-need schools and students by facilitating high-quality professional learning thus, localizing PSJA ISD's Grow-Our-Own efforts. PSJA ISD's proposed Principal Residency program will help address three major goals for the district:

1. CLOSE ACCOUNTABILITY GAP for schools labeled as Targeted Support, Additional Targeted Support, and Comprehensive Identified;
2. ESTABLISH ADDITIONAL PATHWAYS for opportunities to develop leadership skills in authentic campus based experiences that will serve to build a sustainable principal pipeline for our district; and
3. RECRUIT AND RETAIN using a "Grow Your Own" approach to facilitate the increased entry and training of qualified, diverse candidates for Principal roles to address the high needs in the wake of the COVID-19 pandemic (teacher/Leader shortage).



### Goals, Objectives, and Strategies

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

PSJA's proposed Principal Residency program will help address 3 major goals for the district:

1. CLOSE ACCOUNTABILITY GAP- for schools labeled as "Targeted Support", "Additional Targeted Support", and "Comprehensive Identified" while ensuring alignment with school progress, academic growth, and student success goals as defined in District Improvement Plan. The plan is to target specific schools in the closing the gaps domain as it is written in HB 22. Campuses will utilize strategic plans for each focus area (3) under the associated indicator that shows data not meeting required criteria.
2. ESTABLISH ADDITIONAL PATHWAYS- for identified resident candidates by providing opportunity to develop leadership skills in authentic campus based experiences that will serve to build a sustainable principal pipeline for our district. Plan to strengthen leadership pipeline within the district through a model of principal preparation in partnership with the identified EPP that includes a year-long full time residency aligned with both the new State of Texas principal certification criteria and to the Performance Assessment for School Leaders (PASL).
3. RECRUIT AND RETAIN using a "Grow Your Own" approach - to facilitate the increased entry and training of qualified, diverse candidates for Principal roles to address the needs PSJA ISD has endured due to the impact of the pandemic. To accomplish this goal PSJA ISD aims to provide supports for participating residents to become certified for future roles as principals while elevating the quality of our future principal candidates through the expansion of our full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation.

### 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.

Performance and evaluation measures will be implemented and will be used in combination with ongoing tracking data sourced from the Graduate Course Evaluations, resident's portfolios, and mandatory performance measures tied to the grant to measure student outcomes. PSJA ISD remains committed to setting and meeting progress measures throughout the course of the grant program to provide guidance and measure program success. The following progress and evaluation measures will be met and analyzed: (note: the courses below are per TTU M.Ed. program - potential EPP)

FIRST QUARTER - 1) Spring 23 - Recruitment of potential teacher leaders with a 3-yr track record of successful STAAR testing scores, ratings from the district's Teacher Evaluation, strong artifacts supporting the standards, as well as admin recommendation. Identified teachers participate in a district panel interview. Top 10 candidates recommended to the EPP; 2) Selected candidates apply to EPP program. Must meet graduate school and admission standards; 3) Completion of Program Courses, Summer 23 - EDLD 5306 School Based Leadership, and EDLD 5310 Instructional Supervision; 4) Complete Attachment 2 - Principal Preparation Grant Fidelity of Implementation Rubric for LEA (Domain 1 & 2); 5) Complete Attachment 3 - Principal Preparation Grant Fidelity of Implementation Rubric for EPP (Domain 3).

SECOND QUARTER - 1) Fall 23 - Completion of three Instructional Courses, EDLD 5320 Data Driven, and EDLD 5340 Ed Law & Policy; 2) 100% of students will complete and pass course assessments that are aligned to principal standards; 3) Elaboration of Portfolio - A reflection via a written report/narrative on artifacts and how they are tied to standards; 4) Provision of weekly formative feedback to candidate(s) provided by mentor/professor; 5) Faculty complete students' disposition form; 6) Submit Attachment 2 - Principal Preparation Grant Fidelity of Implementation Rubric for LEA (Domain 3 & 7); 7) Submit Attachment 3 - Principal Preparation Grant Fidelity of Implementation Rubric for EPP (Domain 1&2).

THIRD QUARTER- 1) Spring 24 - Residents complete courses: EDLD 5325 Decision Making and EDLD 5385 Leading Teams; 2) 100% of students will complete and pass course assessments that are aligned to principal standards; 3) Portfolio B - Artifact review of courses to discuss how artifacts met professional standards; 4) Residents complete course assessments that are aligned to principal standards; 5) Residency provides weekly formative feedback to candidate; 6) Submit Attachment 2 - Principal Preparation Grant Fidelity of Implementation Rubric for LEA (Domain 4 & 7); 7) Submit Attachment 2 -Principal Preparation Grant Fidelity of Implementation Rubric for EPP (Domain 4).

Program measure of success will also include completion and successful certification from the 5 principal residents.

**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.

Upon the total costs of \$375,000 PSJA ISD will ensure the 2023-2024 Principal Residency Grant, Cycle 6 will provide the supports necessary to build strong campus leaders and build an internal leadership pipeline through the full-time, year-long principal residency adhering to the grant guidelines. The program costs ensure that obtaining a collaborative partnership with an effective principal educator preparation program (EPP) will provide the residents with course content focused on best practices in campus leadership, including a concentrated focus on instructional leadership. To fully implement the program for PSJA ISDs proposed 5 principal residents, the total cost is \$450,000 and will be met through the requested grant funding support of \$375,000 and PSJA ISDs local cash match funds of \$75,000.

**BUDGET PROPOSAL** -After the \$15,000 district costs match for each resident, the grant would fund the remainder of the salaries approximately @ \$55,000 for 5 residents to include:

**PAYROLL** costs of \$260,860- to supplement the salaries and benefits associated for (5) principal residents to allow them to participate fully in the job-embedded residency experience.

- Mentor stipends of \$5,000 – to compensate highly effective administrators to serve in the role of the mentor to the residents. The principal mentors are an essential piece of the program and will ensure that candidates have the best preparation ( at \$1,000 stipend compensation per Mentor x 5 Mentors = \$5,000)

**PROFESSIONAL AND CONTRACTED SERVICES** costs of \$88,250 - to secure an MOU and partnership with pre-vetted and pre-approved EPP provider, the costs associated for the EPP to Supervise & Coach residents through M.Ed. program. Funds have also been requested to cover the costs for resident's PASL exams and the fees to take the (268) TExES Principals as an Instructional Leader 268 exam.

- The contract services include TUITION & REGISTRATION costs for the (5) resident's enrollment and participation in an approved institution of higher education (IHE) Master program @ \$1,300 per credit hr./course x 10 courses x 5 residents = \$65,000
- Additional contracted services costs to the provider (for faculty coaching and instruction) include securing the facilitation of the "Fellowship design" @ \$3,000 per resident x 5 residents = \$15,000
- IHEs Application Fees @ \$75 per application x 5 resident applications = \$375
- The exam costs for the TExES Principal (268) Certification @ \$200 per test x 5 resident tests = \$1,000
- The exam costs for the Certification Performance Assessment for School Leaders (PASL) Assessment @ \$375 per assessment x 5 resident assessments = \$1,875
- The Remaining \$5,000 for services that do not require specific approval.

**SUPPLIES & MATERIALS** costs of \$7,678 - to support instructional materials as necessary for residents  
Other operating costs includes TRAVEL of \$5,000 for travel associated with attending mandatory EPP trainings/meetings and/or a Summer Institute.

PSJA ISD will incur an allowable INDIRECT COST RATE of 3.652% (\$13,212) to maintain fiscal oversight.

The district will provide a \$75,000 CASH MATCH of \$15,000 per candidate.

PSJA ISD has had successful experience in the past (Cycle 4) facilitating this grant and allocating the funding to support the implementation of the program for five residents to ensure all needs were met. PSJA ISD continues to maximize local funding, grants, and partnership investments to increase capacity and impact leadership development programs. Therefore, PSJA ISD will continue commitment for Cycle 6 by sustaining our budget proposal to support 5 additional residents.

**SUSTAINABILITY** - The district anticipates increasing its internal funding of the program over time as more leadership candidates are trained, retained, and hired into leadership positions.



**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.

PSJA ISD will recruit 5 qualified candidates to complete a year-long, full time, residency program in partnership with a qualified Educator Preparation Program (EPP). PSJA ISD, in collaboration with an EPP will establish a TWO PHASE process for recruiting and selecting residents. Each component of the targeted recruitment plan includes both PSJA ISD and the EPP screening of applicants to ensure a fair and rigorous selection process that identifies the most qualified candidates.

IDENTIFYING AND SELECTING HIGHLY QUALIFIED AND DIVERSE RESIDENTS- PSJA will use a variety of strategies to attract diverse, highly skilled candidates for this program including both targeted and mass communication approaches.

ENSURING DIVERSITY- PSJA ISD serves 31,229 students- 99.1% are Hispanic, 0.6% White, and 0.3% Other races. Currently, the district employs 2,167 teachers- 94.6% Hispanic, 3.7% White, and 1.6% other. PSJA ISD employs 136 campus administrators, the ethnicity of leadership mirrors teacher data. To ensure ethnicity of candidates reflects student population, campus and district leadership teams will include a plan to identify potential residents and make recommendations.

SELECTION FRAMEWORK PHASE 1- Application Identification: A strategic recruiting campaign inviting all teachers with three or more years of experience, to attend an informational meeting about the program including goals, description, timeline, outcomes, and interview process. Predictor Assessment: Candidates will complete a Principal Residency Program Application Form, obtain letters of recommendation, and provide additional data to support their impact on student learning to be considered for Phase I Interviews at the district level. The selection team utilizes rubrics to rate each component of the application process. Upon completion of Phase 1, PSJA ISD will submit 10 strong instructional potential principal residency candidates to the grant's EPP partner to complete Phase 2.

SELECTION FRAMEWORK PHASE 2- Resident Selection: The EPP will conduct the final phase of the selection process by hosting a virtual interview with each candidate put forward by PSJA ISD. The round of application vetting and interviews consists of questions on leadership dispositions, teacher content knowledge, advocacy for at-risk students, teacher mindset and instructional knowledge. The EPP will make the final selection of up to 5 candidates/residents who will enroll in the EPP Residency program.

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.

PSJA ISD and TTUs successful partnership with cycle 4 Principal Residency granted PSJA with 5 Principal Fellows, whereas, 2 are currently serving as Asst Principals. PSJA is committed to a continuation of a joint partnership with an EPP for the cycle 6 funding ensuring the EPP program is a highly selective, competency-based residency model that provides evidence-based professional enhancement activities leading to a Master's degree in Educational Leadership, the completion of principal certification, builds competencies in TTESS implementation and uses full time clinical experience to provide aspiring leaders opportunity to develop instructional leadership skills to transform schools & demonstrate competency. Program will include the following for Resident (R): Resident placement NOT at the campus where they were previously assigned as a teacher; assignment of mentor principal to provide wklly formative & summative feedback using TPESS instrument; Mentor supporting fidelity of program implementation under the guidance of EPP providing authentic leadership opportunities, reflecting after each leadership opportunity (ie. attending principal mtngs., teacher-principal conferences, TTESS, campus walkthroughs, PLCs, data analysis, ARDs, LPACs, grievances, master schedule planning, extra-curricular activities, student discipline issues, etc.); 80% instructional leadership PD opportunities to collaboratively work with campus admin. team & report directly to shadowing mentor principal with min. classroom responsibilities; release for on-site coaching visits, instructional days and attending lecture & other assignments per PPE for instructional leadership; access to data to develop & lead interventions for students' improvement & engagement; and continuous open communication with district stakeholder's (ie. school board, directors, coordinators, principals, assistant principals, counselors, staff and EPP).

**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.

PSJA ISD is committed to ongoing student growth using data-driven instructional practices. As a result, PSJA ISD has implemented several data-driven instruction systems including the DMAC (Data Management for Assessment and Curriculum) system to assist administrators, campus leaders, and teachers in analyzing data. DMAC records are maintained entirely in-house by a team of software engineers and education content specialists to aggregate digital documentation including: data disaggregation for the STAAR, TPRI/Tejas Lee, TELPAS exams, as well as local benchmark and CBA data. In addition to state and local assessment data, DMAC helps facilitate curriculum maps, campus/district plans, and generates personal graduation plans, STAAR or TELPAS data reports by district, campus, teacher or student. It approximates state accountability measures and analyzes data to assist in developing differentiated instruction and local assessments aligned to state standards and process skills.

The district has created a process for systematic data-driven practices towards students' success. The data review process is as follows: DMAC data analysis, the use of Lead4ward, local district data dashboards designed for data visualization, and reports on STAAR and local interim, summative, and formative testing data. Data collected and analyzed from these systems is used to identify strengths and challenges to determine priority focus areas, and plan better classroom instruction. This process helps educators unpack standards, interpret vocabulary, analyze misconceptions, identify gaps in learning, and evaluate Student Quintiles. Quintile Reports help identify performance gaps and identify students who are in need of academic interventions which in turn, assists teachers in developing accelerated instruction plans. PSJA ISD has also developed a data-driven instruction process including a calendar monitoring tool, which is provided to each principal during the summer previous to the academic year (AY), to guide them on assessment tasks that need to be completed on a monthly basis during the AY.

The Leverage Leadership Readiness Assessment is provided as Attachment 1.

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.

PSJA ISD has adopted an observation and feedback system that includes an assessment calendar and a set of rubrics to collect data for teacher progress monitoring as well as goal setting on student profiles to chart student progress. Weekly leadership meetings ensure teachers are using data to create action plans. The Teacher Evaluation System is an instrument utilized by administrators and campus leaders to hold teachers accountable for goal setting, lesson plans, attendance at planning meetings, and student growth. Using the Teacher Evaluation System, PSJA ISD utilizes components of Formative and Summative assessments to ensure teachers display measurable outcomes of performance. Teachers complete an initial self-evaluation and attend professional development sessions throughout the year to promote growth in areas of need. Administrators submit a minimum of ten weekly observation sessions with feedback, both written and orally executed to a district database. Specifically, administrators identify areas of excellence and improvement within the teacher performance, providing a focus on goal-setting to reinforce best practices and improve performance. Instructional strategies and student engagement are addressed through reflective questioning and suggestions are offered to facilitate instructional growth. Throughout the year teachers provide artifacts identifying individual strengths, performance excellence, and measures of achievement in the classroom. At the end of the year, a summative evaluation session is held to identify and document measures of growth and improvement needed. Identified areas of growth are used to specify teacher performance objectives for the following school year. The Texas Center for Educator Excellence (TxCee) provides the technical assistance to implement the SLO framework to measure classroom observations, student growth and professional development. As part of the teacher evaluation, the teacher creates goals for their professional growth and student growth as well. This data becomes a component of the teacher's evaluation at the end of the year. Future leaders must have successful Teacher Evaluation scores and their artifacts must show strong rating evidence for the following standards: (a) Demonstrate Leadership, (b) Establish a Respectful Environment, (c) Area Content Knowledge, (d) Facilitate Learning, and (e) Reflective Practices.

The Leverage Leadership Readiness Assessment is provided as Attachment 1.



**Program Requirements (Cont.)**

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

The awarded cycle 6 funding will supplement and enhance our leadership pipeline focus and will provide a basis for sustainability and growth in our current partnerships. The sustainability plan consists of integrating the experiences of the principal residency program into PSJA ISD's Talent Development initiatives supplementing our own leadership pipeline.

The capacity gained and initiatives that are established through PSJA ISDs proposed residency program will create lasting change to PSJA ISD's culture and introduce practices the district will aim to continue after the grant period ends. Through our collective effort to improve current systems and increase resources in sustaining leadership talent recruitment programs after this award has ceased, the district will align existing local policies, practices, and personnel to maximize all resources. As the grant runs its course, PSJA ISDs management team will meet with administration, teachers, school board, and partners on an ongoing basis to solicit feedback and evaluate the goals and objectives of the grant in order, to ensure continued support of the project beyond the life of the grant.

In 2021-2022 PSJA ISD had an existing Memorandum of Understanding with Texas Tech University (TTU) for their role as our effective principal Educator Preparation Program (EPP) partner and participation in cycle 4 which included joint decision-making procedures that allowed for the planning and implementation of a coherent program across institutions. The MOU with TTU addresses topics including: Masters of Ed Program, the allocation of costs for tuition, fees, textbooks, and student transportation as needed; joint decision-making procedures; and provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress. Upon cycle 6 funding, PSJA ISD will revisit and review the past MOU and identify revisions if needed, and propose to school board for sustaining TTUs partnership as our EPP in 2023.

PSJA ISD will continue to coordinate multiple local and state programs to better serve the needs of our district. Leveraging funding through local and state organizations to implement meaningful changes that result in positive, sustainable outcomes for students that will always be utilized to support and sustain school growth and progress.

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

PSJA ISD will develop a robust, strategic communication plan that identifies vision, objectives, designates responsible parties, and develops program timelines in order to meet goals and achieve results with the most efficient application of time and resources. This communication plan will establish an active chain of dialogue between the EPP team, district leaders, principal residents, and key stakeholders to fully involve all parties in the planning, implementation and the evaluation processes of the Principal Residency Program. The communication plan will be streamlined and ongoing to coordinate the decision making process by all members of the joint partnership. The following steps will be used as a guide for best practices in developing and implementing a successful communication plan for our residency program:

- WEEKLY- EPP coaches will conduct weekly "check-ins" with fellows on meeting course objectives while providing guidance and feedback on Instructional Leadership and coaching. (virtual and face to face coaching/support)
  - ON A QUARTERLY BASIS- The EPP faculty will conduct quarterly meetings with Mentor Principals and district leaders to review the internship progress and work completed by all Principal Residency program participants as well as teacher and student SMART goals.
  - ONCE PER SEMESTER- Every semester principal residents will meet with district leadership and Mentor Principals to review the projects, assignments, internship progress and work completed by residents in order to track resident progress and measure program success and sentiment throughout the course of the grant. Bi-annual meeting will include a formal written agreement between district leadership, Mentor Principals, and principal residents so as to guide principal residents towards success and program completion.
- The district grant manager will meet with residents minimally to avoid distraction as fellows complete program coursework. Quarterly update meetings with the EPP will ensure that all parties and stakeholders are on the same page. Additionally, ongoing support from an effective mentor principal or school leader will ensure the resident is exposed to meaningful leadership opportunities.



**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**