TEA — Texas Education Agency®

NOGA ID [ ]

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.**

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

TEA must receive the application by **11:59 p.m. CT, October 27, 2023.**

Application stamp-in date and time

Grant period from	**February 12, 2024 - August 31, 2025**
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 2: Supplemental Narrative Question Responses
Attachment 3: Educator Preparation Program's Scope and Sequence
Attachment 4: Instructional Leadership Meeting
Attachment 5: District Coaching Tool

Amendment Number

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

Applicant Information

Organization	Socorro Independent School District	CDN	071909	Campus	all	ESC	19	UEI	ZB1CF1UC

Address	12440 Rojas	City	El Paso	ZIP	79928	Vendor ID	1746029385

Primary Contact	Jina Eksaengsri	Email	jeksae@sisd.net	Phone	915-937-0138
Secondary Contact	Adriana Romero	Email	aromer10@sisd.net	Phone	915-937-0126

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

Authorized Official Name	Nate Carman	Title	Superintendent of Schools

Email	ncarman@sisd.net	Phone	915-937-0013

Signature	*Nate Carman, Ed.D.*	Date	10/27/2023

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

☒ 1. The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this LOI will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.

☒ 2. The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.

☒ 3. The applicant provides assurance to adhere to all the Statutory and TEA Program requirements as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines.

☒ 4. The applicant provides assurance to adhere to all the Performance Measures, as noted in the 2023-2024 Principal Residency Grant Cycle 6 Program Guidelines, and shall provide to TEA, upon request, any performance data necessary to assess the success of the program.

☒ 5. The applicant provides assurance that they accept and will comply with Every Student Succeeds Act Provisions and Assurances requirements

☒ 6. The applicant assures that any Electronic Information Resources (EIR) produced as part of this agreement will comply with the State of Texas Accessibility requirements as specified in 1 TAC 206, 1 TAC Chapter 213, Federal Section 508 standards, and the WCAG 2.0 AA Accessibility Guidelines.

☒ 7. LEA assures that the principal residency is full-time and at least one year in length.

☒ 8. LEA assures that residents have no more than two hours per day of significant classroom responsibilities.

☒ 9. LEA assures that residents do not hold a principal certification in the state of Texas.

☒ 10. LEA assures that residents will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities

☒ 11. LEA assures that all mentor principals, district managers of the Principal Residency Grant, and EPP representatives managing resident's on- site coaching will be present at TEA Principal Residency Summer Institute in Summer 2024.

☒ 12. LEA assures that partner principal EPP provides residents with a full-time residency experience including certification; evidence-based coursework; opportunities to practice and be evaluated in a school setting; and consistent coaching and evaluation with a minimum of six sessions per year.

☒ 13. LEAs and EPPs must utilize *Principal Residency Grant Fidelity of Implementation Rubric for LEAs* and *Principal Residency Grant Fidelity of Implementation Rubric for EPPs* to design and implement residency.

Statutory/Program Assurances, cont'd.

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

Check each of the following boxes to indicate your compliance.

☒ 14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to kyla.jaramillo@tea.texas.gov for approval.

☒ 15. LEA assures it will choose from the list of approved EPP providers. An approved provider list **is** posted on the TEA Grant Opportunity page, with all documents pertaining to the RFA.

☒ 16. If preliminarily selected for award, LEA agrees that the full grant award will not be released until TEA staff have concluded the negotiation process and verified that an approved EPP provider was selected and the MOU contains all the required elements, including the following: a) Courses that are designed to develop leader competencies including the Texas 268 Identified Integrated Pillars: Communication with Stakeholders; Diversity and Equity; Professional Development; Curriculum Alignment; Hiring, Selection and Retention; School Vision and Culture; Data-Driven Instruction; Observation and Feedback; Strategic Problem Solving, b) Course designs that explicitly connect course content, authentic leadership opportunities of residency, resources and materials, and course assessment measures, c) Residency design provides candidates with performance assessments of best practices for use in reflecting upon and refining specific competencies being developed, d) Residency design includes structured authentic leadership opportunities in which residents apply new learning and become familiar with various real-world contexts, e) Residency design utilizes formative feedback, provided to the resident at least on a weekly basis, as an essential tool in guiding learning toward objectives and formative and summative goals, and f) Residency design that uses differentiated methods to develop leader competencies.

Summary of Program

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

Socorro Independent School District (SISD) will continue to partner with Texas Tech University to expand its pipeline of diverse principal fellows who have successfully completed a fifteen-month authentic principal residency experience. Based on best practices for an instructional leader, SISD will provide two new principal residents with the opportunity to apply new learning experiences and become familiar with various real-world contexts that are applicable in a border city where many students are Hispanic (more than 90 percent at SISD) Emergent Bilingual learners. Jointly, SISD and Texas Tech University will identify, recruit, and prepare these two principal residents from amongst its current faculty through a targeted recruitment and rigorous selection process. During the vetting process, candidates will present evidence of improving student achievement applicable to SISD student demographics. The residency program will continue to allow these principal residents an opportunity to earn a Master of Educational Leadership degree and Texas Principal Certification by the end of Summer 2025. The two principal residents will be moved from their current campus to other SISD campuses to undertake significant leadership opportunities under the guidance of two experienced mentor principals who will all attend the TEA Principal Residency Summer Institute in Spring 2024. These principals' mentors and TTU faculty coaches will provide weekly formative feedback along with a coaching and mentoring framework that is continuous, consistent, and relevant to the needs of SISD and state standards. The mission of the Socorro Independent School District is to optimize students' academic, artistic, athletic career, and interpersonal skills. SISD strives to increase the number of competent applicants applying for principal positions in our district who understand our border community and its instructional needs, which will also help to increase principal retention. Coaching is needed for both mentoring principals and principal residents to gain an increased understanding of the evolving role of school principals as instructional leaders. Through the SISD/TTU partnership, plans for creating a sustainable leadership pipeline within the school district continue to develop as more mentor principals understand their role of providing principal residents with a full-time residency experience including opportunities to lead and practice and be evaluated in a school setting.

Goals, Objectives, and Strategies

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

Socorro Independent School District (SISD) principal residents will complete authentic leadership experience at an SISD campus while simultaneously earning a graduate degree in Educational Leadership, along with Texas Principal Certification. This SISD goal will build a well-defined, multi-faceted leadership instructional framework that will provide two new strong instructional campus leaders in SISD support for continued student growth. Each principal resident will monitor the performance results with their principal mentor using TTU's targeted accountability intervention system, data tracking sheets, and the ESF process. Student data will be classified as Did Not Meet, Approaches, Meets, and Masters to measure the principal residents' coaching competencies intended to improve instructional practices. That will ultimately impact. Principal residents will work with SISD principal mentors and TTU faculty to re-evaluate the process, which will include reflection on the fidelity of implementation. Instructional coaching and feedback competencies will be evaluated through the T-TESS rubric by TTU faculty coaches.

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.

Socorro Independent School District (SISD) and the Texas Tech Educational Leadership Department began partnering in 2020 to implement a Principal Residents Partnership Program. Principal Residents complete the program, by earning their Master of Educational Leadership and Texas Principal Certification, while completing their fifteen-month, full-time residency experience. Project evaluation data will be collected by SISD district educators, campus principals, principal residents, university faculty, and community stakeholders and will assess a SMART goal, objectives, action steps, benchmarks, and performance measures for each quarter of the project period. SISD will collect data and report all mandatory performance and evaluation measures required by TEA to generate reliable data on the effectiveness and efficiency of the project. Each principal resident will monitor the performance results with their principal mentor using Texas Tech University's targeted accountability intervention system, data tracking sheets, and the ESF process. Student data will be classified as Did Not Meet, Approaches, Meets, and Masters to measure the principal residents' coaching competencies to improve instructional practices, ultimately impacting student outcomes. Quarterly benchmark data that does not show improvement from identified instructional goals will be the reason for re-evaluation. Unsatisfactory results will require the principal resident to modify interventions, action steps, and goals. Principal residents will work with SISD principal mentors and TTU faculty to re-evaluate the process which will include reflection on fidelity of implementation. Instructional coaching and feedback competencies will be evaluated through the T-TESS rubric ratings by TTU faculty coaches.

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.

To recruit and retain qualified candidates we are requesting the maximum amount of $150,000.00. The Budget for this program will fund two principal fellows. Grant funds will be similar to the last 4 funding cycles. This provides consistency and continuity to our program and allows Socorro Independent School District (SISD) teachers, with a history of high-performing student outcomes,to further their education in a leadership capacity.

Grant funds
$95,150.00 Salary for 2 principal fellows at approximately $47,575.00 each (not the full amount; the remainder is cash match)

$54,300.00 will cover tuition, fees, and coaching fees to TTU for the 2 principal fellows.

$550.00 will cover Educator Certification/ AEL Training

Socorro ISD will continue to fund the remaining amount of approximately $95,000.00 in cash match ($30,000.00 required) and $5,000.00 Travel to the mandatory spring conference.

$15,000.00 required cash match per participant

SISD staff will periodically meet to review the budget. If any budget amendments are needed, SISD will follow TEA guidelines. SISD will make any budget amendments to the approved application and submit it as required by TEA.

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.

Leadership faculty members have established a recruitment and selection process to ensure a fair and thorough selection process that identifies the "best fit" principal residents, ensuring diversity. Currently, Socorro Independent School District (SISD) has over 47,200 students which are mainly 90% Hispanics and approximately 72% Economically Disadvantaged. The recruitment practice will include an application, written response, data analysis, and recommendation process. SISD will include the opportunity in their social media, interdistrict email, and outreach at each school. The selection process will be vetted in partnership with our PPE (Texas Tech University) to select the best-fit candidates for the program. Review of evidence for each candidate's leadership capacity will include assessment data including student achievement and progress data (Common Formative Assessment, iStation, TCM, TELPAS, Texas Teacher Evaluation and Support System (T-TESS) appraisal data, overall body of work, and how well the candidate applicants pool reflects the student's demographics of the school.) Texas Tech Educational Leadership Coaches will assess prospective principal candidates to leverage the highest knowledge skills and mindset (KSMs) using Texas Education Agency's (TEA) standards for the principal as Instructional Leader. Socorro ISD serves over 47,200 students and has over 2,800 teachers with a demographic representation of 2.03% African American, 91.55% Hispanic, 10.5% White, and 29% with 5 years of teaching experience. The school leadership in SISD includes over 150 campus administrators with approximately 51 principals and 112 assistant principals. The current ethnic breakdown of campus administration is approximately 85% Hispanics, 10% white, and 3% African American.

2. Provide a description of the year-long, full-time residency that includes the following opportunities for the resident: a) sustained and rigorous clinical learning in an authentic school setting; b) substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; c) the skills needed to establish and support effective and continuous professional development with assigned teaching staff; d) the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture, e) how the district and EPP will support the candidate's gradual release of responsibility, and f) provide frequent short cycle coaching related to intentionally designed learning experiences.

The Principal Fellows Residency Program offered by Texas Tech University, in partnership with Socorro ISD, provides a highly selective and competency-based residency model. The program provides Principal Residents with evidence-based professional enhancement activities that lead to a master's degree in educational leadership, the completion of the Principal Certification, and increased competencies in T-TESS implementation. The current fifteen-month Master's Degree is a 36-hour program approved by TEA. It is a collaborative effort with SISD to improve instructional coaching and mentoring support by working with current exemplary campus Mentor Principals. An instructional conversation based on data with the Mentor Principal leads to the selection of two teachers that the Principal Residents will coach and develop during the academic year. Principal Residents will also lead a selected content PLC during the year, model best practices with various forms of data and student evidence and lead coaching and planning sessions. The Principal Residents in the program advocate and lead with the support of the cooperating teachers of an Emergent Bilingual Student, a Special Education student, and approximately 500 students through a quarterly progress monitoring of instructional goals. The design model of the fifteen-month job-embedded residency program is conceptually framed as leaders coaching the coach. The leaders coaching the coach approach is characterized by a university faculty member coaching the principal resident to support struggling teachers and collaborate with teachers as a team to ultimately improve students' achievement.

Program Requirements (Cont.)

3. The LEA must provide a description of Data-Driven Instruction systems currently implemented at campus level and complete the *Leverage Leadership Readiness Assessment: Data-Driven Instruction* provided in Attachment 1.

All of our schools have received training on effective Professional Learning Communities (PLC) and "data talks", These are currently implemented at each campus across the district after 3, 6, and 9 week assessments. Grade level and vertical teams analyze all state-level and locally developed data to discuss necessary adaptations. The teacher reviews student data while setting learning goals. The teachers discuss different teaching practices for their students and explore resources to learn about new practices. This indicates that teachers are working together to develop and analyze common assessments to encourage individual student growth and, success and reach the standardized testing goals for the district. Teachers from each campus also attend district PLC's to learn, review trends, analyze data, and create assessments for district alignment. A district wide data protocol, categorizing the question has been established as a common practice for analyzing local and state assessments.

The district leadership team meets monthly to share best practices and model assessment analysis, planning meetings, and current assessment results. The leadership team includes district leadership, instructional officers, technology instructional specialists, and campus principals. Teachers, principals, and assistant principals have access to the district's data-analysis software (Eduphoria) and the TEKS Resource System (TRS) for curriculum. Eduphoria allows campus administrators to review all state-level data and locally developed and deployed benchmark assessments. TRS provides administrators and teachers with curriculum resources as lessons are planned. SISD uses iStation and TCM In the early grades for beginning-of-year (BOY), middle-of-year MOY), and end-of-year (EOY) checkpoints.

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.

At the campus level, lesson plans are evaluated by administration and team leaders for addressing the state standards, and research based best practices that address teaching to the depth and rigor of the skills. SISD has developed a triangulation process with its campus administrators, instructional coaches, and teachers to find connections between curriculum (TEKS), instruction (Lesson plans and delivery) and assessment (formative and summative test). In addition, summative assessment data, and observational information is gathered and analyzed. Campuses also assess observational walk-through data as a leadership team. SISD uses district evaluation tool to address areas such as student engagement, lesson delivery, and rigor. These items are used during Professional Learning Communities (PLCs) to identify areas of strength and areas of refinement. Best practices to move students forward are presented by State Compensatory Intervention Coaches (SCEIs) to meet the needs of low-performing populations. Teachers are supported with learning how to understand data, analyze it, and implement new instructional Tier 2 and Tier 3 practices that support increased instructional outcomes. Administrators also hold data accountability talks during meetings and one-on-ones coaching sessions. Since the program has already been in existence, utilizing the Leverage Leadership Assessment attachment 1, has become another tool we use. We have found the following results: Each question averaged between 3-Profecient/4-Exemplary range. The leading Data-Driven Culture questions averaged between 3-Proficent and 4-Exemplary, and the leading Observation Feedback averaged between 3-Proficent and 4-Exempalary.

Program Requirements (Cont.)

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

The sustainability plan for the continuation of the Principal Residency Program is illustrated in the budget narrative above indicating the District's commitment with nearly double the required match of the grant. This is necessary to provide an authentic full-year residency experience, paired with top mentor principals. In interviewing some of the principal residents in prior year programs, SISD has found that the experience has been beneficial in preparing them to operate their own campuses. Sustainability plans have begun at the SISD Leadership Cabinet level to include the superintendent and , assistant superintendents, and all directors. SISD plans to reallocate underutilized funds from teachers and administrative vacancies to sustain the principal residency program. Sustainability will follow the same data-driven decision being used among instructional leaders. Meetings between SISD leadership, the Texas Tech University Educational Leadership Department, and principal residents will be used to identify the validity and necessity to continue to meet the needs of our district's demographics and the vision of the district to move the district forward for all SISD's students, parents, and the community. SISD will utilize research-based strategies to support the ongoing effort with Texas Tech University. SISD will continue to provide candidates with direct mentoring from mentor principals. Each candidate will be matched with a mentor principal on a campus where they will be given authentic leadership opportunities and receive the support necessary to be successful throughout the residency. Sustainability for the Principal Residency Program is seen as the pipeline to the district to train and support our future highly qualified, certified leaders. Therefore, new principals will be supported for the first three years though an established New and Beginning Principal Mentoring Program.

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

Socorro Independent School District (SISD) sees communication between the LEA and EPP as a dynamic and vital success factor. Effective communication is a necessary trait for success at all levels. Currently, SISD's leadership team, including instructional officers, technology instructional specialists and campus principals have constant and consistent face-to-face and virtual meetings to disseminate pertinent information. They meet monthly to share best practices, model analysis, hold planning meetings, and review current assessment results. SISD will use Professional Learning Communities to review data to plan, organize, and arrange the next step with Texas Tech University (TTU) and key members of the district. The data will be used to assess the progression of the principal resident SMART goal, make necessary adjustments, and plan action items in collaboration with the TTU. There are several communication methods SISD has implemented when communicating with TTU and key district players. SISD and TTU schedule meetings with those involved in both face-to-face and virtual capacities. SISD has found that the use of virtual meeting rooms, agendas, google documents, and PowerPoint presentations has been vital to their communication success with TTU. SISD and TTU use these means to be proactive and send out status reports or other important correspondence to those involved at given time periods.

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		Barrier	
Group		Barrier	
Group		Barrier	
Group		Barrier	

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

2. Enrollment of all participating private schools

3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)

4. Total current-year program allocation

5. LEA reservation for direct administrative costs, not to exceed the program's defined limit

6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)

7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)

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

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**