



2023-2024 Principal Residency Grant Cycle 6

Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 28, 2022

NOGA ID

220918

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 28, 2022**.

Application stamp-in date and time

Grant period from

February 10, 2023 - August 31, 2024

Pre-award costs permitted from

Pre-award costs are not allowed.

Required Attachments

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

Attachment 1: Leverage Leadership Readiness Assessment

Attachment 4: Instructional Leadership Meeting

Attachment 2: Supplemental Narrative Question Responses

Attachment 5: District Coaching Tool

Attachment 3: Educator Preparation Program's Scope and Sequence

Amendment Number

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

Applicant Information

Organization Eagle Mountain-Saginaw ISD CDN Campus ESC XI UEI

Address 1600 Mustang Rock Road City Ft. Worth ZIP 76179 Vendor ID

Primary Contact Linda Parker, Ed.D. Email LParker@ems-isd.net Phone 817.875.4826

Secondary Contact Mary Jones, Ed.D. Email MJones@ems-isd.net Phone 817.232.0880

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 Linda Parker, Ed.D. Title Deputy Superintendent

Email LParker@ems-isd.net Phone 817.875.4826

Signature Linda Parker, Ed.D. Date 10/20/2022

Shared Services Arrangements

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

Statutory/Program Assurances

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

Check each of the following boxes to indicate your compliance.

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

Statutory/Program Assurances, cont'd.

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

Check each of the following boxes to indicate your compliance.

- 14. If preliminarily selected for award, LEA assures they will select their EPP per their compliant procurement policies and procedures and will develop an MOU with the EPP and submit it to ebonylove@tea.texas.gov 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. EMS ISD's strategic plan Aspire 2025 has three pillars of excellence: 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 ISD will create a system of support, Pre-K through 12th grade, to maximize student potential. We do this through systematic and systemic systems 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 ISD 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 meets these key pieces in our strategic plan. As we grow our own leaders, we are moving our work forward for engaged learners that perform at high levels. Thus, the mission of the Principal Residency Program for EMS allows us to foster a culture of excellence for future leaders with passion, knowledge, and skills that prepare them to lead so every student experiences success.

As a fast-growth district with a growing low socio-economic rate that presently resides at 48% and a mobility rate that is as high as 33% on some campuses, 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 29 campuses, and we are adding a new elementary campus in August of 2023, and a new high school in August of 2024. Our population of just over 23,000 students and growing, needs leaders. We have worked hard to develop leadership from within, and we hire approximately 66% of our campus leaders from within the district each year.

In this internship program, EMS ISD will support four 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 district-wide leadership development through summer and yearlong training. In this training, they will have experiences including Results Coaching, data analysis for planning Campus Improvement Plans and strategic planning which includes goal setting and conferencing. They will learn not only how to set their own goals but how to lead goal conference sessions with adults and students. They will also learn the managerial tasks of calendaring and scheduling to work discipline, attendance, meetings, including professional learning communities, ARDS, 504 meetings, and parent and/or student meetings while being in a supportive, coaching environment focused on their support and success.

Goals, Objectives, and Strategies

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

The goal of the EMS ISD Principal Residency Internship Programs in partnership with Dallas Baptist University is to have four principal candidates who align with the district's mission and student demographics and have fulfilled these responsibilities by the end of August 2024: (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.

As part of the support to achieve the above goals, EMS ISD in partnership with Dallas Baptist University has implemented a well-defined leadership instruction framework that builds 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 hiring at a rate of 75% for leadership positions. EMS ISD continues to be one of North Texas' fast-growth school districts, and we have implemented a systematic plan for meeting leadership needs with the support of the grant in the 2022-2023 school year. With the next grant cycle, we would be able to continue with partnership with DBU in our development of strong leaders prepared to lead schools through intentionally focused training and development.

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 will select a problem of practice to address at the campus level based on data analysis and work with the campus administrator(s), mentor, and/or site supervisor. The development of the plan to address the problem will provide the opportunity for the intern to develop leadership skills of analysis, communication, presentation, planning, and relationships. Eagle Mountain-Saginaw ISD will utilize the OneNote platform in Microsoft Office 365 as the resource for each administrator intern to create and update a portfolio each quarter with information and results from benchmarks.

Performance and Evaluation Measures include

- 1) Use of district analytics (e.g. District Common Assessments, State Accountability Tests, Lead4Ward, ACT/SAT data) to conduct a needs assessment and identify high priority items (TEK 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 the Data Team to formulate a SMART Goal to address the high priority student achievement challenge.
- 4) Collaborate with the Data Team to create a Targeted Improvement Plan as part of the Campus Improvement Plan; and
- 5) Review TExES Principal Domains and Competencies and create a personal SMART goal for the year working with the principal mentor.
- 6) Complete the Certify Teacher 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 Learning Plan on identified high priority student achievement challenge that identifies solution (i.e. activities and instructional strategies) to meet student and teacher goals; implement Professional Learning plan; conduct mid-year data team and PL 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 the Targeted Improvement Plan, as relevant.
- 10) Complete T-TESS and ILD Training.
- 11) Conduct at least two cycles, approximately two months of implementation; revise improvement plan, and retrain, as needed, between cycles; aligning teacher intervention to all data points.

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.

EMS believes that the on-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 mode and real-time mentoring and coaching, all in a safe, supportive environment committed to these interns' success. 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 ISD mindsets, skill sets, and tool sets to immediately be effective leaders in our district.

The grant funds will be used to provide salary support for the intern selected for the program. The district is committed to providing the required minimum of \$15,000 plus benefits from local funds per intern. Additionally, the district will provide selected coaching training for each resident through Results Coaching and cover all costs of this four-day training. Dallas Baptist University will provide a 33% tuition scholarship for each resident throughout his/her program of study, and the grant will pay for the remaining tuition. Intern residents will be required to pay the university fees and for course materials. Residents will be reimbursed for the TExES 268 and 368 fees when the exams are passed. Additionally, the grant will pay for the residents to attend either TEPSA or TASSP in the summer following their year of internship. This provides them with relevant and meaningful professional development and opportunities to network and build professional relationships with fellow campus leaders as well as educational vendors for school support and materials.

The grant will also provide a stipend to the mentor principals as well as to a lead principal who will be providing timelines, information, and target dates, ensuring our program stays in alignment with the expectations of the program.

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.

We have a clear, precise system for recruitment and selection of our principal residents. At the campus level, recruitment efforts will be focused on teachers, specialists, and interventionists who are seeking to earn a degree in Educational Leadership and who are aligned to the demographics of our student populations. We also recruit from our professional learning program for educators--Aspiring Leadership Institute. Recommendations from current principals and district level personnel are required. A rubric is used that was created for the 2022-2023 process that will be used to score the input from at least two administrators and one colleague for the applicant. The recommendation letters must be provided from the following: Current Supervisor, Colleague or PLC Team member at the current campus, administrator at the district or campus level. The applicant will be scored on the following areas: strategic problem solving, growth mindset, interpersonal leadership, and communication skills. Preferential points for meeting specific needs of the district, including but not limited to bilingual, ethnicities of student populations such as Hispanic, Asian, and African American, are given.

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

A formal interview process will be completed that includes evaluations of the essay, letters of recommendation, past two-year evaluations, formal interview process, and alignment of the demographics of EMS ISD student populations.

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.

In the year-long residency, the principal residents will have opportunities to participate in authentic learning as leaders. Residents 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 practices that will be addressed through the leadership of data teams who target specific needs of a grade level or content area. Key to their work in leadership is the development of relationships on the campus. With the ability to be visible and accessible as they shadow the principal and an AP mentor, the residents will be able and ready to lead the data teams (PLC). They will lead through the development of protocols to be followed and processes to follow that align with our EMS ISD system. These include our work with continuous improvement and the use of the Plan, Do, Study, Act tool for reflection and planning. With this work, the residents will collaborate with the campus principals and assistant principals and with the DBU site supervisor, and our own district level administrators including but not limited to the Executive Director of Elementary or Secondary, and the Deputy Superintendent. In addition to the focused work on educational leadership, the resident will also work with the students and families through the work in discipline, attendance, and academics, developing skills in parent and student engagement through verbal and written communication. Finally, key to the development of the leader is through our district and campus learning walks, goal setting meetings, and evaluations, all part of the process to develop the whole leader. All the support for a total customized experience for our EMS ISD residents will be provided for their success in development as leaders and passing all exams.

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 *Aspire 2025--District Strategic Plan*, is then created to address the needs. The individual campuses then align their campus improvement plans to the district's plan while addressing their own 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 in aligned data-driven decision-making.

Every campus utilizes the PLC process for each area to discuss, analyze, and make decisions through an aligned Plan, Do, Study, Act process for continuous improvement in student achievement. The content assessments as well as the interim assessments provided by the State and our BAS system at the elementary level are used to drive our decision-making. The intern administrators will serve as part of this process, learning how to lead continuous improvement for improved student achievement. The process plans for not only gaps in learning but for extensions as well as the four DuFour questions are answered in the PLC time. Thus, intervention and extension plans are a natural part of the PLC process. The district also utilizes the TTESS and TPESS evaluation system where educators and administrators set goals, conference, and chart movement of the goals. Data is gathered from assessments, walk-throughs, and evaluations.

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 are provided to provide conferencing opportunities, advise, and provide feedback for growth. Additionally, we are adding a monthly virtual meeting for both the mentoring principals and the residents. This meeting will provide opportunities to address concerns and needs and celebrate successes. With our EMS systematic processes for walk-throughs that are provided at both the campus and district level, the residents have multiple opportunities to participate, collaborate, and calibrate data observed, as well as have questions answered in safe environment for learning. 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 are a part of in-person monthly assistant principal meetings with district level leadership, including the Executive Directors of Elementary and Secondary and the Chief of Academics for training, discussions, and feedback opportunities.

Program Requirements (Cont.)

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

As part of our work as a district, we are committed to the "Grow Our Own" program. We have funds to help support this program through an increased tax base which supports our general fund account. We are able to utilize funds through the general fund allotments and federal funds for Title I campuses where we can provide additional support to our low-socio economic students. As a district, we have funds to support three resident interns each year, and with the grant, we are able to take an spread these allocated funds to cover additional interns. With the partnership of Dallas Baptist University, we are able to provide a strong, successful program decreasing the cost and time to the principal residents.

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

We have developed a strong partnership with DBU, and our communication will include the following:

Emails and flyers communicating the program and opportunity to apply for the internship and DBU program will go out districtwide through our EMS ISD Communications department, connecting all current employees.

Communication in our own EMS ISD leadership institutes through our Executive Directors of Elementary and Secondary will give high level achievers the knowledge and process to apply .

Ongoing communication through the evaluation process and program implementation will be provided through email, phone calls, and face-to-face meetings.

Semester meetings between the Ed. Services team of EMS consisting of the Ex. Directors of Elementary and Secondary, Director of Professional Learning, Chief Academic Officer and Deputy Superintendent as well as Dallas Baptist University representatives will occur.

Email communication is utilized for all paperwork and updates to key parties.

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	23,119
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	23,119
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