



2024-2025 Principal Residency Grant Cycle 7
Letter of Interest (LOI) Application Due 11:59 p.m. CT, October 27, 2023

NOGA ID

Authorizing legislation

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

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

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

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 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.

Overview: San Marcos CISD believes that SMCISD, in partnership with parents and the community, will provide quality education for all students, empowering them to pursue productive and fulfilling lives.

Mission: SMCISD believes that every campus must employ a highly effective leader, who is second to only the classroom teacher in student outcomes, to be on every campus in the district. In order to achieve this, SMCISD will partner with Dallas Baptist University (DBU) to design and implement an authentic, rigorous, and integrated Principal Residency experience to prepare residents with the knowledge, skills, mindsets and toolsets needed to be day-one ready effective campus leaders. SMCISD will work closely with Dallas Baptist University to implement a vigorous Principal Residency program to increase the number of qualified principal applicants.

Needs: SMCISD needs to be able to have strong leaders in the ready to help become the next instructional leaders. Currently, the district has two not-rated campuses and we have two new principals this school year. Also, the district had to hire eight new Assistant Principals this summer. Only two of those hires were internal candidates. The principal residency program will allow SMCISD to have leaders ready and waiting to fill vacancies once they become available. This will allow for better programs and systemic continuity district wide.

Goals, Objectives, and Strategies

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

Goals: The overall goal of SMCISD principal residency program is to (develop, enhance, augment) the current district leadership development program by working with Dallas Baptist University to explicitly recruit, select, prepare, and retain ten highly motivated, skilled, and caring campus and district servant leaders that mirror our diverse and ever changing demographics and student needs and hold fast to our core values and beliefs. By the end of the 12-month program, all residents will successfully complete the integrated program of study and earn a master's degree in educational leadership, successfully complete the 268 and PASL assessments and apply for the Principal as Instructional Leader certification. They will also complete their AEL course and T-TESS certification. Activities/Strategies: - Co-develop and deliver with DBU the targeted recruitment and selection process. - Select and train mentor principals on providing direction, modeling, feedback and coaching in a gradual release model. - Strategically assign residents to high needs campuses with great mentor principals. - Align and customize coursework with rigorous and explicit resident experiences. - Meet regularly with DBU representatives to evaluate resident progress and provide extra support where necessary. - Ensure that all residents participate in the same training as current campus leaders. - Provide multiple levels of observation and feedback for residents from both the district and DBU. Activities/Strategies: - Co-develop and deliver with DBU the targeted recruitment and selection process. - Select and train mentor principals on providing direction, modeling, feedback and coaching in a gradual release model. - Strategically assign residents to high needs campuses with great mentor principals. - Align and customize coursework with rigorous and explicit resident experiences. - Meet regularly with DBU representatives to evaluate resident progress and provide extra support where necessary. - Ensure that all residents participate in the same training as current campus leaders. - Provide multiple levels of observation and feedback for residents from both the district

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.

Measures: Throughout the program, residents will have multiple performance measures and benchmarks in both their coursework and practicum experiences to ensure their progress and program objectives are being met.
1. In collaboration with their mentor principal and site-based team, they will select a problem of practice to address based on analysis of campus data. This experience will be the foundation of the residents' PASL tasks. Coordinating with a team of educators, residents will analyze data to identify and select the highest-leverage campus need, research and select the best solution for their context, plan and provide professional learning, work with teachers implement the solution with fidelity, collect and analyze performance data, reflect and make modification for continuous improvement. All residents will complete and submit their PASL tasks by April 2025.
2. Maintain a minimum 3.0 GPA in graduate coursework.
3. Maintain an average "proficient" on residents' six T-PESS observations.
4. Each resident will receive a 3+ average on the site-supervisor evaluation based on the state principal competencies.
5. Residents will receive at least monthly formal feedback and next steps from their mentor principal.
6. Residents will earn a minimum of 35(of 40) points on their cumulative Defense of Degree portfolio presentation.
7. All residents will successfully complete the AEL and T-TESS class and pass the T-TESS certification exam.

Process: SMCISD and DBU representatives will meet regularly and share the information on the residents' progress and review evaluation data listed above. Data from these meetings will be used to adjust both resident experiences and coursework to better meet the needs of 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.

San Marcos CISD needs to be able to attract, prepare, and retain great leaders that align with the district demographics. The financial and time burden of graduate school while teaching, planning, and grading makes the dream of principal certification out of reach for many high potential leaders. The principal residency program will help meet the district's needs for developing the targeted, next generation leaders by providing funds for a rigorous graduate program and a full-time residency where they will receive gradual release, on-the-job training in the school environment. San Marcos CISD believes that the one-year, full-time residency program is a powerful strategy to prepare instructional leaders. It provides real-world experiences with the advantages of a gradual release model and an abundance of real-time mentoring and coaching. These candidates will be not only prepared as certified administrators, but with the DBU partnership and customization, they will be fully prepared with the San Marcos CISD mind-sets, skill-sets, and tool-sets to immediately be effective leaders. Grant funds will be used to help provide the majority of the residents' salaries for the 2024-2025 school year. (10 @ 48,000 per resident = \$ 480,000). The district will contribute at least \$15,000 toward the salary of each resident (10 @ \$15,000 per resident = \$150,000) plus benefits from local funds. Grant funds will provide a small stipend for each mentoring principal (\$1,000 per mentor principal =\$10,000). Grant Funds will also be used to reimburse residents for the TExES 268 and 368 fees when they pass the exams (\$575 per resident=\$ 5,750). Finally, a percentage of the grant funds will be used to provide supplies and materials for specific district training for the residents. DBU will provide one course (3 hours) tuition free and provide a 33% tuition scholarship for the other nine courses for each resident throughout their program of study. Grant funds will be used to pay for the remaining tuition (\$24,801 per resident = \$ 248,010). We believe that residents should have at least some " skin in the game " so residents will be required to pay the university fees, SBEC fees, and for course materials (\$2,000).

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.

Principal Residents Partnership Seminar with DBU to explain the residency program. The Principal Residency Program will also be rolled out during the Principal Leadership Collaborative. Campus Leadership teams will refer any outstanding teachers that exemplify the SMCISD Leadership definition, exhibit strong content knowledge, and possess leadership traits. They will invite them to the spring event. During the event, prospective residents will learn about the program and meet DBU faculty and Principal mentors. Teachers who wish to become Principal residents will submit an application that will encompass their educational background, certification areas, and teaching experience. They will also submit a professional resume, letters of recommendation from current supervisors, and provide current examples of student progress. The team will then review the information to consider evidence for each candidate's leadership capacity based on five admission standards specified by TEA: (1) Evidence of measurable student achievement (SMCISD will use Map Data, STAAR, Circle, Quarterly Assessments, IXL) to determine candidate's record as it pertains to student achievement and growth. Candidates with strong evidence of success with low performing student groups are given the highest rating; (2) Strong evaluations and Appraisals- a review of formative and summative T-TESS evaluation rubric over a 3 year period is conducted to determine each teacher's strengths and weaknesses. Highest rating will be given to candidates with distinguished achievement in the Instruction domain; (3) Interpersonal Leadership: Letters of Recommendation from SMCISD leaders and T-TESS Learning environment and Professional Practices domains are reviewed to determine excellence in working with students and peers; (4) Effective response to Observation & Feedback T-TESS and walk-through observation scores are reviewed to determine improvement and areas targeted for growth; and (5) Growth Mindset- Resumes and cover letters will be reviewed to determine leadership roles previously held by the potential candidate.

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 resident will be employed in a paid campus position and they will complete rigorous clinical experiences under the guidance of a SMCISD Principal Mentor and a DBU Faculty Coach. Residents will relocate to the Mentor's campus for the residency. During the 12-month internship, students will earn a master's degree in educational leadership and a Texas Principal certification. During the residency, residents will complete rigorous clinical learning assignments at their assigned campus. These are some of the topics that will be covered: Instructional Leadership, Decision Making and Mindset Skills, Time Management, Equity Audits, Data Literacy, Leading PLC's, Unpacking the T-TESS & Instructional Coaching Frameworks, Using Law and Policy to advocate for students, Establishing smart goals and progress monitoring, Using data to improve instruction. Each resident will be assigned to support the Instructional growth of two struggling teachers through the T-TESS process cycles. Residents will utilize the Effective Schools Framework to conduct an audit and develop a problem of practice and create a plan of action which they will oversee.

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.

going student growth through the use of data-driven Instructional practices. Teachers at all grade levels and in all content areas continually assess their students using formative and summative tools. These assessments can be exit tickets, student work samples, common formative assessments every ten days, unit assessments aligned to the HQIM, quarterly assessments, and semi-annual STAAR benchmarks. SMCISD also administers the NWEA Measures of Academic Progress (MAP) assessments in Reading and Math. All student assessment data is collected and summarized in electronic form in Eduphoria. SMCISD campuses have committed to a Professional Learning Community (PLC) model in which teacher teams are provided structured time, during the school day, to analyze data, revise curriculum, and design student intervention and extension activities. Each team is allotted a minimum of 45 minutes per week for this week. Campuses have data-disaggregated protocols to analyze the data. Our teachers are supported by district administrators, campus administrators, and instructional coaches, who are trained in the DII protocol. The goal for SMCISD is to use data to drive instruction on the campus. By consistently implementing these data-driven instructional practices, SMCISD continues to foster a student-centered culture, focused on learning and meeting the needs of all students.

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.

SMCISD believes in a coaching model focused on three key instructional keys to help support strong classroom instruction. Principals in SMCISD were all trained in Crafting Effective Feedback for Teachers during the Instructional Leadership Symposium that took place in June 2023. Campus leadership are expected to complete coaching walkthroughs on the campus. These campus walkthroughs were developed with feedback from campus administration and are aligned to the district instructional initiatives. Feedback focuses on structured conversations, writing across the curriculum, levels of inquiry, PBIS/Champs, and best practices in Special Ed/EB's. Feedback provided is descriptive, bite-size, and actionable. In addition, district administration supports campus leadership by providing targeted professional development monthly around the coaching cycle through effective feedback. District administration is also performing monthly learning walks alongside campus principals to look at effective tier one instruction across campuses. The learning walks help to build a common language across the district, build instructional leadership with campus leadership teams, and help to identify any additional support that may need to be provided. SMCISD also partnered with Region 13 to help provide additional support and training for campus instructional coaches to better be able to support and coach teachers on campus. Principal Residents will also receive intensive training and bi-weekly coaching support to ensure they are able to identify best instructional practices and how to write and deliver face to face feedback.

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.

SMCISD will oversee the continuation of the Principal Residency program with Dallas Baptist University. The office of academics will closely monitor and oversee the 2024-2025 program to ensure 100% success by all principal residents and ensure that it is a district initiative for the school year. The office of academics will allocate funds from the appropriate funding sources in the foreseeable future to be approved by the Board of Trustees. SMCISD will continue the residency program based on fund availability.

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

SMCISD proposes to identify the key stakeholders within the district and the EPP team. The district will identify one grant manager and one point of contact will be identified at the EPP. The grant manager and the EPP point of contact will communicate regularly via email. In addition, quarterly meetings between all stakeholders will be conducted. There will be a shared agenda to ensure that all needs are met during the meeting. The resident, mentor principal, and grant manager will serve as the key stakeholders for SMCISD. The DBU faculty member and coach will serve as the point of contact for Dallas Baptist University.

Equitable Access and Participation

Check the appropriate box below to indicate whether any barriers exist to equitable access and participation for any groups that receive services funded by this program.

- The applicant assures that no barriers exist to equitable access and participation for any groups receiving services funded by this program.
- Barriers exist to equitable access and participation for the following groups receiving services funded by this grant, as described below.

Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>
Group	<input type="text"/>	Barrier	<input type="text"/>

PNP Equitable Services

Are any private nonprofit schools located within the applicant's boundaries?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

Are any private nonprofit schools participating in the program?

- Yes
- No

If you answered "No" to the preceding question, stop here. You have completed the section. Proceed to the next page.

5A: Assurances

- The LEA assures that it discussed all consultation requirements as listed in Section 1117(b)(1) and/or Section 8501(c)(1), as applicable, with all eligible private nonprofit schools located within the LEA's boundaries.
- The LEA assures the appropriate Affirmations of Consultation will be provided to TEA's PNP Ombudsman in the manner and time requested.

5B: Equitable Services Calculation

1. LEA's student enrollment	<input type="text"/>
2. Enrollment of all participating private schools	<input type="text"/>
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	<input type="text"/>
4. Total current-year program allocation	<input type="text"/>
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	<input type="text"/>
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	<input type="text"/>
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	<input type="text"/>
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	<input type="text"/>

Appendix I: Amendment Description and Purpose (leave this section blank when completing the initial application for funding)

An amendment must be submitted when the program plan or budget is altered for the reasons described in the "When to Amend the Application" document posted on the [Administering a Grant](#) page. The following are required to be submitted for an amendment: (1) Page 1 of the application with updated contact information and current authorized official's signature and date, (2) Appendix I with changes identified and described, (3) all updated sections of the application or budget affected by the changes identified below, and, if applicable, (4) Amended Budget Request. Amendment Instructions with more details can be found on the last tab of the budget template.

You may duplicate this page

Amended Section

Reason for Amendment