



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

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.

Forney ISD has partnered with Texas Tech University (TTU) to establish a program to develop future educational leaders with an instructional focus. The Principal Residents will complete a 15-month Master of Educational Leadership and Principal certification program through TTU. The TTU curriculum focuses on the TExES 268 Identified Integrated Pillars competencies and will allow the Principal Residents job-embedded training and instructional coaching opportunities. FISD has several accomplished, innovative Principals ready to mentor the Principal Residents through involvement and hands-on coaching. Forney ISD's Mission Statement In partnership with parents and the community, the District shall create and sustain an environment to maximize the potential of each learner. Vision Statement: Inspiring Students Through Innovative Education! Forney ISD is driven by Six Board Goals developed in conjunction with our parents, community, and stakeholders: Goal 1-We will have a sound, safe, and efficient learning organization that supports learning, provides opportunities, and prepares for the future, Goal 2-We will design and implement an innovative curriculum that meets the academic, social emotional, and future ready skills for all learners. Goal 3-We will foster a culture of excellence that builds positive relationships and empowers our diverse population to achieve life-long successes. Goal 4-We will develop school, family, and community partnerships that expand opportunities for all.

Located in the 3rd fastest growing county in the nation, Forney ISD is also one of the fastest growing districts in Texas. Current enrollment is 16,791 students, a 15% growth rate over the last two school years. Our current student demographics makeup are 31% Black, 29% Hispanic, and 33% White. Furthermore, our students are identified as 44% Economically Disadvantaged, 48% At Risk, 12% Special Education, 9% 504, 11% ESL, 4% Bilingual. In comparison, FISD's demographics as of 2017 had 10,198 students, 60% growth from 2017 to 2023, with 12% (180% increase) African American, 25% (16% increase) Hispanic, and 58% (-48% decrease) White. Furthermore, our students are identified as 24% (80% increase) Economically Disadvantaged, 37% (24% increase) At Risk, 9% (61% increase) Special Education, 7% (29% increase) 504, 7% (14% increase) ESL, 2% (50% increase) Bilingual. Forney ISD is expected to grow to over 35,000 students in the next eight years. Our school system must add new campuses and facilities to accommodate the influx of new students. In May of 2022, the community of Forney passed a 1.2 billion dollar bond that will fund five elementary/early childhood schools, early childhood expansions and improvements, elementary expansions and improvements, four middle/intermediate schools, intermediate school expansions and improvements, middle school expansions and improvements, and additional college and career capacity. Due to our extreme demographic shift and tremendous growth, Forney ISD must increase its diverse instructional leader pipeline. The district has identified eleven campuses needing targeted support to improve student learning, attendance, and discipline. More specifically, eight campuses are labeled as Title 1 as of the 2023 fiscal year, with three other campuses on the verge of being labeled as Title 1. District-wide: Did not meet grade level on STAAR: 35.7% Black, 23.4% Hispanic, 12% White, 58.7% Special Education, 36.1% Economically Disadvantaged.

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.

Forney Independent School District (FISD) proposes to enter into a partnership with Texas Tech University (TTU) to implement a 2024-2025 Principal Residency Grant. The district qualifies for a grant award of \$150,000 based on the selection of two Principal Residents. Funding requests of the full \$150,000 are requested to meet program goals during the project period which extends from August 1, 2024 to May 31, 2025. The district has committed to provide \$34,142 in funds to implement the initiative during the same time period.

PAYROLL COSTS (6100) \$150,000

FISD requests \$150,000 in payroll costs to provide Principal Fellow salaries, TTU scholarship stipends, and Principal Mentor stipends.

Two outstanding FISD educators will be selected to complete a Principal Residency program preparing them to become campus leaders in the district. These Principal residents will serve as full-time administrative residents with no classroom responsibilities during the residency period. FISD requests grant funds of \$133,528 to provide \$12,472 in salary costs, including benefits, for each intern, for a total of \$150,000. The district commits funds of \$34,142 for the principal resident program.

OTHER OPERATING COSTS (6400) \$2,000

Grant funds requested for operating costs total \$4,800 for the project period. Operating costs are requested to pay travel costs.

Travel Costs: All Mentor Principals and TTU Coaches managing resident's on-site coaching will be present at TEA Principal Residency Summer Institute in Spring 2025. If the institute is held virtually, travel funds will be used for Principal Mentors and TTU coaches to attend the NIET conference in Dallas in March of 2022. \$4,800 in travel costs is requested to allow project leaders to attend the Institute.

INDIRECT COSTS \$7,350

Indirect costs of \$1,382 are requested for the project period. These costs are less than the \$9,666 in indirect costs allowed for this program based on the current FISD approved restricted indirect cost rate of 4.438.

Building and sustaining a pipeline to provide high performing school leaders is a high priority for FISD. The FISD Educational Improvement Committee will work with Campus Improvement Committees to review project implementation, data, and feedback at the end of each nine weeks. Grant and district funds will be allocated as necessary to adjust personnel and/or resources to meet performance benchmarks and grant goals. FISD teachers work tirelessly to ensure our students have opportunities to achieve academic and personal goals. Our district is committed to using all available funding sources to ensure outstanding educators have career opportunities to achieve their academic and personal goals of becoming an FISD Principal.

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.

Within FISD's instructional coaching model, the Principal Resident will prioritize and protect the development of trusting relationships with all stakeholders. He/She will approach change with empathy and encouragement by contributing to the establishment of a safe and risk-free environment. Coaching interactions will leave teachers feeling valued and supported on both a professional and personal level. The Principal Residents will incorporate three phases to coaching: Identify, Learn, and Improve.

The Principal Residents will help equip teachers to be responsive to student needs through data disaggregation, sharing research-based instructional professional growth and through providing ongoing job-embedded professional development opportunities. The Principal Residents helps cultivate a culture of learning within all levels of the district.

Collaboration is an essential value of the FISD instructional coaching model. The learning specialist is a teacher advocate and partner in the planning process, working in collaboration through varied aspects at the district and campus level.

The Principal Residents will provide timely feedback through observations and dialogue that allow for ongoing professional growth. The Principal Residents will collaborate with the campus principal regarding campus vision, goals and needs. The Principal Residents will help teachers establish short- and long-term goals for student growth. The Principal Residents will encourage teachers to stay the course, see their goals through, and avoid the trap of negativity by exemplifying positivity.

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.

FISD requires that each teacher receive three walkthroughs and one formal observation per year. However, we overperform the district policy by providing at least five walkthroughs per week with an average teacher supervision load of twenty-four, equating to ten walkthroughs per teacher per year. Walkthroughs should provide specific refinement and reinforcement feedback over Domain 2 and/or Domain 3. Teachers are evaluated on how they prepare lessons, deliver instruction, develop classroom culture, and grow as professionals.

Forney ISD is also actively involved in the tracking of teacher and student performance data as part of the Teacher Incentive Allotment (TIA), which is a multi-observation, coaching-focused relationship evaluation system tied to teacher compensation. As a requirement of our TIA requirements within FISD, the principal resident will also take part in district TTESS calibrations with an assigned cohort.

Data and trends are shared weekly through campus administrative leadership team meetings to guide professional development needs, coaching feedback, and the weekly goals for classroom visits. Principal residents will benefit from intensive and targeted mentoring from a high-performance principal. The experiences they gain will prepare the resident for a data-driven and coaching feedback role necessary for the leadership in schools.

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	16,791
2. Enrollment of all participating private schools	0
3. Total enrollment of LEA and all participating PNPs (line 1 plus line 2)	16,791
4. Total current-year program allocation	0
5. LEA reservation for direct administrative costs, not to exceed the program's defined limit	0
6. Total LEA amount for provision of ESSA PNP equitable services (line 4 minus line 5)	0
7. Per-pupil LEA amount for provision of ESSA PNP equitable services (line 6 divided by line 3)	0
LEA's total required ESSA PNP equitable services reservation (line 7 times line 2)	0